

# SCHOOL LIFE

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AGENCY  
WASHINGTON, D. C.**

# Contents OF THIS ISSUE

	PAGE
Editorial . The Logic of Lifelong, Systematic Civic Education . . . . .	J. W. Studebaker . . . . . 97
The Department of the Treasury—Schools under the Federal Government . . . . .	Walton C. John . . . . . 98
Employment Opportunities in Services Related to Education . . . . .	Bess Goodykoontz . . . . . 101
Educators' Bulletin Board . . . . .	102
New Books and Pamphlets . . . . .	Susan O. Futterer . . . . .
Recent Theses . . . . .	Ruth A. Gray . . . . .
The New Social Security Program . . . . .	Arthur J. Altmeyer . . . . . 103
Problems Confronting the Junior College . . . . .	Frederick J. Kelly . . . . . 105
The School Auditorium as a Theater . . . . .	Alice Barrows . . . . . 107
What's Ahead for Rural Education? . . . . .	Chris L. Christensen . . . . . 108
Education of the War Veteran in the CCC . . . . .	Howard W. Oxley . . . . . 109
The Vocational Summary . . . . .	C. M. Arthur . . . . . 110
SCHOOL LIFE'S Forum:	
Shall Departments of Education Furnish Treatment of Defects Found in Medical and Dental Examination of Children?	
Affirmative . . . . .	Harry B. Burns, M. D. . . . . 112
Negative . . . . .	Charles C. Wilson, M. D. . . . . 113
Financing Florida's Public Schools . . . . .	Timon Covert . . . . . 114
Conventions and Conferences . . . . .	115
The Education of Gifted Children . . . . .	Elise H. Martens . . . . .
National Association for Nursery Education . . . . .	Mary Dabney Davis . . . . .
Research in Librarianship . . . . .	Ralph M. Dunbar . . . . .
The Twelfth National Convention of F. F. A. . . . .	W. A. Ross . . . . .
New Government Aids for Teachers . . . . .	Margaret F. Ryan . . . . . 125
Educational News . . . . .	126
In Public Schools . . . . .	W. S. Deffenbaugh . . . . .
In Colleges . . . . .	Walton C. John . . . . .
In Libraries . . . . .	Ralph M. Dunbar . . . . .
In the Office of Education . . . . .	John H. Lloyd . . . . .
In Other Government Agencies . . . . .	Margaret F. Ryan . . . . .

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## WRITE

The U. S. Office of Education,  
Federal Security Agency,  
Washington, D. C.

## FOR

## INFORMATION

## ON:

Adult Education  
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Teacher Education  
Visual Education  
Vocational Education

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# SCHOOL LIFE

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SCHOOL LIFE is published monthly (except in August and September) during the school year, by the U. S. Office of Education, Federal Security Agency.

Its purpose is to present current information concerning progress and trends in education; report upon research and other activities conducted by the U. S. Office of Education; announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing has been approved by the Director of the Budget.

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## Editorial

### The Logic of Lifelong, Systematic Civic Education

IN SPITE OF THE FACT that the American school system is deplorably weak in many respects and that it has not been properly geared to the educational needs of a rapidly changing, complex society, the following categorical statements seem especially appropriate for consideration at this time:

1. Education in school increases understanding of social problems and thereby creates worthy and vital civic interests.
2. Civic interests increase with increased opportunities for social education. The better these opportunities, the more lasting and active the civic interests.
3. People pursue their interests, thereby continuing to expand them and to become more attached to them, if obstacles to the pursuit are not too numerous and too difficult to overcome. Obviously people do not pursue or enlarge interests which they do not possess or which are practically dormant.
4. Increasing proportions of the American population are advancing to higher levels in schools and colleges.
5. The fund of adolescent civic interests and social insight generated by schooling, therefore, is growing steadily and is becoming more widely distributed.
6. Evidence clearly refutes the blind assumption that civic interests mature as well by accident as through organized, professionally directed educational institutions.
7. To safeguard the future of American democracy and to improve it, *adults beyond formal school days must not be expected by accident to pursue and push toward maturity the budding civic interests and social insights which have been enlarged as much as possible through schooling appropriate for adolescents.*
8. Good government and the best chance for the abundant life in a democracy are products of the continuous growth of civic interests and abilities in adult life. It is no more practicable to expect such growth among adults generally without the aid of an organized and professionally managed educational enterprise than it is to expect satisfactory growth in citizenship among children who do not go to school, whose civic enlightenment is left to accident.
9. Public forums constitute at once an economical, practicable, and effective means of insuring the essential growth in civic enlightenment among adults without which democracy cannot survive.

*J. W. Studebaker*

U. S. Commissioner of Education.





Henry Morgenthau, Jr.

★★★ The Treasury Department dates back to 1776 when the Continental Congress by a resolution of February 17 of that year provided for a committee of five to be appointed for superintending the Treasury. Later the Constitutional Congress on September 2, 1789, enacted a law establishing the Treasury Department.

"The duties first assigned to the Treasury Department were to collect taxes and other revenues; to employ the public credit when tax revenues should be insufficient; to keep the national funds safely and to disburse them on the orders of the Congress under a plan proposed by the first Secretary; to maintain accounts of these transactions, and to keep the Congress informed as to the condition of the Nation's finances."<sup>1</sup>

Today these duties are expressed more briefly in terms of six functions:<sup>2</sup> (1) Collection of revenues; (2) Flotation and payment of loans; (3) Custody and disbursement of funds; (4) Supervision of national banks; (5) Issuance and protection of money; and (6) Law enforcement and public services.

Activities of three agencies require large bodies of men who need training in special government schools in order that the Treasury Department may operate with the greatest efficiency, and these agencies are mainly con-

<sup>1</sup> The Treasury Department, Washington, D. C., Mimeographed publication on Origin, Development, Organization, Divisions, Bureau, Agencies, Functions, p. 3.

<sup>2</sup> Ibid. p. 4.

## Schools Under the Federal Government

# The Department of the Treasury

by Walton C. John, Specialist in Higher Education

cerned with the first function, the collection of revenues.

The first of these agencies is the Bureau of Customs which makes the collections on imports, the second is the Bureau of Internal Revenue which collects internal taxes, and the third is the United States Coast Guard—one of the divisions of Law Enforcement and Public Services. Each has set up schools or training departments.

## School of Instruction<sup>3</sup> Bureau of Customs

Until about 1931, the attempt to improve the training of new appointees to the Customs Service had not been fully adequate. The younger appointees received a certain amount of personal instruction from older officers and oftentimes this instruction was faulty. In 1930 the National Customs Conference recommended the establishment of a course of instruction. Hindered in this by the depression the establishment of the centralized school was postponed with the result that local schools and discussion groups sprang up in around 19 districts. By 1935 the Honorable James H. Moyle, Commissioner of Customs, was ready to announce the establishment of the School of Instruction.

Among other things the order stated that a course of instruction by correspondence is established in the Bureau of Customs and that the course will cover customs law, approved procedure and accounting, to be available to all officers and employees of the Customs Service.

"The prime object of the school is the training of the younger men in the service, including new appointees." The older officers also find it desirable to take the course in order that they can help the younger employees in the interpretation of the papers on account of their superior experience.

"Each customs officer and employee is required to enroll and submit answers to the quizzes of all lesson papers covering the subject or subjects of the work he is performing. These are called mandatory subjects. He may also enroll for any or all of the other subjects. There are 41 subjects in all. New appointees should enroll for the entire course.

<sup>3</sup> The writer is indebted to H. F. Worley, Director of the School of Instruction, Bureau of Customs, for source material regarding the school, also to *The Federal Employee* July 1938, for quotations on subject, pp. 11, 12, 24.

"Officers and employees of other Government departments or branches which cooperate with the Customs Service and personnel may enroll in the training course—it is not compulsory that they submit answers. If they do so, they will receive appropriate credits. No one outside the Government service is eligible to enroll."

The plan involves the issuance of one lesson paper a month followed by a quiz not oftener than every 2 to 4 months.

When the quiz is returned to the Bureau the grade is placed on the student's record. The school is stimulated by regional conferences held by the director who explains the operation of the school, looks into local problems, discusses procedure and methods of presenting the subjects in the text, answers questions, and secures helpful suggestions and constructive criticisms.

Local classes are held at the various ports, using the text of the lesson papers. These classes are conducted by the keymen of the service who answer questions and explain the text and its application to local problems.

In view of the large number of court decisions, Treasury interpretations and Bureau rulings, it is necessary to bring uniform understanding throughout the country respecting these actions. It is, therefore, gratifying to find that the school greatly facilitates such understanding. "The customs law is so delicately balanced that a very slight error or misinterpretation would cost the Government large sums of money. Even an error in punctuation, or misreading of the text, would be very expensive. This is well illustrated by the celebrated 'comma' case. In the legislative enactment of the free list in the Tariff Act of 1872, an enrolling or engrossing clerk changed the punctuation from a hyphen to a comma, making the provision read: 'Tropical fruit, plants, etc.' It should have read: 'Tropical fruit-plants, etc.' Thereafter all tropical fruit entered the United States free of duty when it was only intended that tropical fruit-plants should be free of duty. That error cost the Government some \$3,000,000 in revenue before Congress could correct it."

## The Training Division Bureau of Internal Revenue

In 1918 the Bureau of Internal Revenue established a Training Division in order to



improve the efficiency of its program in collecting the internal revenue.\* "The courses of study available through the Training Division relate to the duties performed by the employees in the Bureau of Internal Revenue and consist of correspondence courses on the income-tax law and related subjects."

Class instruction is also offered in the field offices on the income-tax law, miscellaneous, excise and stamp taxes, tax on admissions and dues, unjust enrichment, accounting, and social security taxes.

In addition to the correspondence courses and the field classes, 60-day classes are conducted in Washington for newly appointed internal revenue agents which embrace an intensive course of training on the income-tax laws, audit procedure, and preparation of reports.

Approximately 8,000 students are enrolled in the correspondence course. The 60-day intensive course usually enrolls around 70 students and there may be 2 or 3 of such classes each year. The new appointees attending these classes are usually between 25 and 35 years of age. As a rule students have a high-school education although many have attended college and hold degrees.

The courses offered by the Training Division are strictly limited to Bureau personnel and are not open to the public.

## The United States Coast Guard Academy

One of the most important of the functions of Law Enforcement and Public Services of the Treasury Department is carried on by the United States Coast Guard.

"The United States Coast Guard is the Nation's maritime police force. It has the duty of protecting life and property and the enforcement of Federal law upon navigable waters and the high seas. The Coast Guard personnel numbers about 17,000. Its fleet includes oar-propelled lifeboats, swift power cutters, and airplanes. It has the maintenance of aids to marine navigation, including light-houses, lightships, radio beacons, fog signals, buoys and beacons, numbering in all about 30,000." Under the 1939 Reorganization Act the Lighthouse Service was consolidated with the Coast Guard. The Coast Guard is in charge of the North Atlantic iceberg patrol and it also gives aid to vessels in distress, removes derelicts and renders other important services.

"The Coast Guard is charged with the suppression of smuggling, protection of fisheries, seal, otter, and game; enforcement of laws and regulations relative to neutrality, immigration, quarantine, and governing anchorage and movement of vessels; and it patrols regattas and marine parades.

\* The writer is indebted to A. E. Dunsmore, Director of the Training Division, for the data concerning the work of this division.



U. S. Treasury Department headquarters.

"The Coast Guard is one of the military forces of the United States. It operates as a part of the Navy in time of war or whenever the President shall direct." The commandant in charge of the Coast Guard is Rear Admiral Russell R. Waesche whose office is located in Washington, D. C.

The principal agency in the training of personnel for the Coast Guard Service is the Coast Guard Academy located at New London, Conn., and it is designed for the professional education of young men who are candidates for commissions as officers in the United States Coast Guard.

The academy is housed in a first-class plant which cost 2¼ million dollars. The grounds occupy 45 acres on the Thames River. The floating equipment includes 15 surf and whale-boats, 6 one-design sailing sloops, 2 Gloucester type schooners, and three 75-foot patrol boats. There are also the cruising cutters which are used for the annual practice cruise.

The program of study is 4 years in length and includes a distribution of prescribed subjects in the sciences, mathematics, history, languages, economics, engineering, navigation, ordnance in addition to seamanship, drills and other related subjects. The total number of semester hours in the course is 177.6 which is considerably above the average course in mechanical engineering with 145.5. This is due to the fact that the academy operates its program of work for 11 months of the year rather than 8 or 9 months, and, being a military service, the Coast Guard conducts the work on a military basis.

In a program of this type especial attention is given to training for physical fitness.

Admission to the Coast Guard Academy is based on a Nation-wide competitive examination. This is held in June of each year and is open to prospective students anywhere. The mental requirements for admission compare

with those of high-grade engineering colleges.

During the period of instruction cadets receive \$780 a year and a ration which is valued at approximately 75 cents a day. Out of these funds they pay for their uniforms and for their living and other expenses.

On graduation the cadets receive commissions as ensigns in the Coast Guard "with rank and pay equivalent to that of ensigns in the Navy or second lieutenants in the Army. Promotion and pay thereafter parallel those of corresponding ranks in the Army and Navy."<sup>1</sup>

Among the most valuable features of the Coast Guard training program are the cadet practice cruises. These cruises take place each summer after June 1. Cadets of classes 1 and 3 make foreign cruises which permit them to visit a great many different countries. Cadets of the second class make shorter cruises winding up with a longer cruise of 15 days.

### Other Schools Connected With the Coast Guard

As the activities of the Coast Guard are so varied, a number of other schools have been set up for enlisted men to meet the needs of the service. The following schools are briefly described. Unless otherwise indicated the schools are located at New London, Conn.

**Yeomans School:** This school prepares typists, stenographers, bookkeepers and other office workers. The course is an intensive one, 6 months in length.

**School for Student Radiomen:** This school gives a 6-month course for radiomen in the service of the Coast Guard.

**Radio Materiel School:** This school takes

<sup>1</sup> Circular, The United States Coast Guard Academy, The Treasury Department, Washington, D. C. (No date.)



U. S. Coast Guard in action.



U. S. Customs patrol—Mexican border.

graduates of the School for Student Radiomen who have been in the field for periods varying from 1 to 5 years. They are taught the handling of tools, blueprints, and radio equipment.

**Hospital Corps School:** Students obtain further training in first aid, sanitation, materia medica, bandaging, and diets.

**Cooks and Bakers School:** In this school students are taught cooking and baking. They are taught how to purchase and cut meats as well as how to purchase food in general, to account properly for food, and to plan wise use of foods.

**Engine School and Repair Base, Norfolk, Va.:**

This school gives a 6-month course in the management of internal combustion and steam engines. A 2-month lathe and shop course is also offered.

**Depot Armorer's Courses, Baltimore, Md.:** This course, 13 weeks in length, is to teach students the art of taking care of small arms, as well as those arms found on the cutters and ships of the Coast Guard.

**Coast Guard Institute:** This institute provides correspondence instruction for those who wish to advance themselves in subjects of a general nature as well as those in trades.

## White House Conference

The 1940 session of the White House Conference on Children in a Democracy will convene in Washington, D. C., from January 18 to 20 at the request of President Roosevelt.

The White House Conferences on Children developed as a result of suggestions coming to the President and to the Department of Labor from many sources in regard to a review of goals with reference to children and the extent to which they are being realized. Such review, with increasing breadth of approach and coverage, took place in 1909, 1919, and in 1930.

Secretary of Labor Frances Perkins, who is chairman of the conference, has stated that "The conference is not going to attempt to define or defend our American democracy though it may have to attempt to state some of its underlying purposes. Democracy is not only a form of government, it is not only a matter of people living in liberty with each other; there is involved in it the experience of men in liking each other, in getting on together, and in using the friendship so generated to develop a better life and a better relationship for all the people who come after us. We need to take these things for granted in America and go on to see what more we can do with them in behalf of the children of the next generation."

The conference membership, including representatives appointed by the Governors of States and Territories, is made up of physicians, economists, sociologists, statisticians, educators, clergymen, social workers, housing experts, recreation workers, nutritionists, representatives of industry, labor, farm groups and professional and civic organizations of men and women; as well as representatives of Federal, State, and local administrative agencies of the Government.



## Convention Calendar

AMERICAN CAMPING ASSOCIATION, INC. *Asilomar, Calif., January 25-27.*

AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. *New York, N. Y., January 22-26.*

AMERICAN SOCIETY OF CIVIL ENGINEERS. *New York, N. Y., January 17-20.*

ASSOCIATION OF AMERICAN COLLEGES. *Philadelphia, Pa., January 11 and 12.*

EDUCATIONAL ASSOCIATION OF THE METHODIST EPISCOPAL CHURCH. *Philadelphia, Pa., January 9.*

HEAD MASTERS ASSOCIATION. *Rye, N. Y., February 8 and 9.*



# Employment Opportunities in Services Related to Education

by Bess Goodykoontz, Assistant U. S. Commissioner of Education

## ★★★ What Are the Prospects for Securing Teaching Positions?

Preparation for teaching still represents the major interest of the largest single group of graduates from colleges and universities. In 1936, 22.6 percent of the students graduating from college with first degrees had taken the work prescribed for teacher preparation. In recent years reports available from the colleges show an encouraging increase in the percentage of graduates placed in teaching positions. In 84 institutions reporting, the percentage of elementary school teachers placed increased from 62 percent in 1934 to 82 percent in 1936; for secondary school teachers the percentage increased from 45 percent in 1934 to 60 percent in 1936. This means that young people who are interested in and prepared for teaching still stand a reasonably good chance of early employment.

However, requirements for teaching positions are so high, and competition for those positions so keen that the chance of persons "teaching a while until they can get into other work" is much less than it formerly was. Replacements have noticeably declined in number during the past decade as teachers have clung to their jobs. Nevertheless, the total number of persons engaged in educational work remains high, and even increases slightly in recent years. In 1936 there were approximately a million teachers, about 85 percent of whom were in public schools. Of every hundred of those teachers, about 63 were in the elementary school, 28 in the high school, and 9 in the colleges.

We are hearing much nowadays of the decreasing school population, with an implication that employment therefore in school work is decreasing. This is only partially true; 1936 shows an increase in total number of teachers employed in elementary and secondary schools over the previous biennium and over the 1930 figures. Classes have been notoriously large, particularly in the elementary schools where greatest decreases are taking place. Some adjustments there are needed. Furthermore, enrollments in secondary schools are requiring additional teachers, and new services in the schools such as art, music, industrial arts, health instruction, and others, are requiring gradual additions. Decreases in population may not show a corresponding decrease in numbers of teachers for some years, due to these two great needs.

## What Opportunities Are There for Educational Work Other Than Teaching?

The teacher is the central person in education, and appropriately the largest number of

persons engaged in education are teachers. However, many other employee groups are included in the total number of persons engaged in work "related to education." For example, administrators and supervisors represent another 50,000 persons. Some of them are State, county, city, and district officials; others are elementary and secondary school principals; and still others are supervisors. Almost without exception these 50,000 are persons of considerable teaching experience, with additional training in administration and supervision, usually on a graduate level. But for the most part these positions represent goals toward which experienced teachers work, rather than opportunities for the new graduates.

Since schools interpret their responsibility as something more than teaching children to read and figure, and also since schools are self-contained administrative units, the variety of types of work "related to education" and the number of persons working in connection with schools but not directly in teaching or administering educational programs is a very large number indeed. A mere list of some of the representative types of work related to the work of the schools will sufficiently illustrate this point:

Cafeteria managers	School dentists
Dietitians	School nurses
Cooks	Oral hygienists
Business officers	Psychiatrists
Accountants	Psychologists
Supply clerks	Lawyers
Landscape gardeners	Librarians
School doctors	Museum director
Editors	Registrars
Attendance officers	Secretaries
Employment counselors	

The relation of each one of these to the regular program of the school is easily recognized. Each year brings an increasing number of persons into school work who are not primarily trained as teachers, but who have specialties which are integral parts of a total school program. Therefore the person who does not wish to teach is no longer necessarily disinterested in schools or unemployable by schools. Frequently her training includes courses both in education and in the field of her specialty.

Recent years have brought about an increasing number if not a multiplication of the types of services provided by government, local, State, and Federal, which have a very distinct relation to education if they are not actually school services. Services for youth, recreational activities, library extension, CCC camps, welfare work, institutional care of handicapped children, home teaching, organization work for children and young people—all of these have to some extent been

sponsored by Government and supported from public funds. In some cases these educational services establish wholly new agencies or institutions, as for example, the CCC camps, recreational activities, library activities, and others. Opportunities for employment therefore exist not only in the operation of the program locally, but on each successive step of organization, local, State and Federal. In other cases the new educational services are established in connection with schools, as for example, employment services, recreation services, boys and girls clubs. In this way the community's educational program is not limited to the class instruction given to children under 18 years of age from 9 to 4 o'clock. On the contrary, it includes many educational activities, some of them centered in the school because of the facilities already existing there, but others located wherever needed. All of these new fields represent employment possibilities.

## Where Do College Graduates Find Teaching Positions?

We have a tradition of local responsibility for education in this country. Therefore opportunities for teaching are largely in the local communities; that is, States do not, for the most part, operate schools except post-secondary schools and residential schools for handicapped children; neither does the Federal Government operate any large number of schools, though there are some operated by the Indian Service, the War and Navy Departments, and a few others. The Federal Government does not operate schools in the outlying territories of Hawaii, Puerto Rico, the Virgin Islands, and Alaska. They have their own educational authorities, and in recent years employ principally their own citizens. College graduates wishing to teach will therefore seek employment not in the State capitals nor in Washington, but much closer home. Further, they are apt to find them in the smaller communities. Half of the teachers are now in communities having less than 2,500 population. Promotion in teaching frequently means, unfortunately, not a different type of work nor a larger school, but a larger city in which to live.

Something should be said here about opportunities for college graduates to secure educational positions other than teaching in the Federal Government. Positions in the United States Office of Education are primarily in research and educational service. These positions require extensive training and experience in specialized fields. There are such

(Concluded on page 124)





# EDUCATORS' BULLETIN BOARD



## New books and Pamphlets

### One-Act Plays

**America in Action.** A series of one-act plays for young people, dealing with freedom and democracy. Hermann Hagedorn, editor. New York, Dramatists Play Service, Inc., 1939. 8 Books, 30 cents each.

The Roosevelt Memorial Association (established in memory of Theodore Roosevelt) cooperating with the Authors and Dramatists' Guilds of America and the Dramatists' Play Service has rendered material and moral aid in making this series possible and in offering the plays to amateur actors on a nonroyalty basis. The plays, by competent authors, illustrate in dramatic form the basic democratic ideals underlying the American conception of life and government. Those interested in receiving further information are invited to write to: Dramatists' Play Service, Inc., 6 East Thirty-ninth Street, New York City. Titles published to date are: *Haven of the Spirit*, by Merrill Denison; *Seeing the Elephant*, by Dan Tothoroh; *Ship Forever Sailing*, by Stanley Young; *We'd Never Be Happy Otherwise*, by E. P. Conkle; *Enter Women*, by Olivia Howard Dunbar; *Fires at Valley Forge*, by Harold Harper; *Franklin and the King*, by Paul Green; *A Salute to the Fourth*, by Elizabeth McFadden.

### Safety Education

**Pedestrian Protection.** Washington, D. C., Safety and Traffic Engineering Department, American Automobile Association, 1939. 90 p. illus. 50 cents.

Based on a Nation-wide study of pedestrian problems this report presents facts about pedestrian conditions and accidents, engineering aids, legislative and enforcement needs, educational methods for promoting better practices. Includes a useful bibliography.

### School Supervision

**The Elementary Principal as Supervisor in the Modern School.** Eleventh Yearbook. Published annually by The California Elementary School Principals' Association. Oakland, Calif., 1939. 168 p. \$1. (From: Sarah L. Young, Parker School, Oakland, Calif.)

Designed to give practical help to principal-supervisors, modern education in theory and practice.

### Vocational Education

**Charting the Course for Vocational Education.** Pamphlet authorized by the Chicago Committee on Vocational Education and published by the Citizens Schools Committee. Chicago, 1939. 70 p. 50 cents. (From: Citizens Schools Committee, 185 North Wabash Avenue, Chicago, Ill.)

Industrial, labor, civic, business, and educational leaders express their opinions of the part which vocational education can play in a public-school system.

### Museums

**The Museum in America; a critical study,** by Laurence Vail Coleman. Washington, D. C., The American Association of Museums, 1939. 3 v. illus. \$7.50.

A comprehensive study of museums—"a commentary on the condition, the strengths and weaknesses, and the limitations and opportunities of museums."

### National Parks

**National Parks of the Northwest,** by Martelle W. Trager, with illustrations and maps. New York, Dodd, Mead & Co., 1939. 216 p. illus. \$2.50.

Describes the beautiful and scientific features of the parks, tells how to plan trips and how to utilize the guide and lecture services provided.

### Study Habits

**Improvement of Study Habits,** by Edward S. Jones. Buffalo, N. Y., Foster & Stewart Publishing Corporation, 1939. 112 p. 75 cents.

Intended primarily for students about to begin college, but useful also for those in the last 2 years of high school. Discusses reading, note taking, improving one's memory, preparing for examinations, use of the library, etc.

### Education and the War

**American Education and the War in Europe** [by] Educational Policies Commission. Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1939. 11 p. 10 cents.

A statement of educational policy. The Commission urges the discussion of this document by the teaching profession, by boards of education, and by the general public, with a view to making use of it in the development of local educational policies.

### Child Labor

**Child Labor Facts 1939-40,** by Gertrude Folks Zimand. New York, N. Y., National Child Labor Committee (419 Fourth Avenue) 1939. 38 p. illus. 25 cents.

A brief survey of the changed situation since 1930 and the facts and figures of child labor in 1939-40.

### Secondary School Standards

**Evaluative Criteria, 1940 ed.** (combined with *Educational Temperatures, 1940 ed.*). Washington, D. C., Cooperative Study of Secondary School Standards, 1939. 228 p. \$1.50.

Contains approximately 1,600 check list items and 500 evaluations covering all significant phases of the modern secondary school. After 6 years of intensive work, the Cooperative Study of Secondary School Standards has completed its work and now offers its publications in the 1940 editions. Further revision will not be made for at least 5 years. A complete list may be obtained from: Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C.

SUSAN O. FUTTERER

## Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan follows:

BRISTOW, ROSA L. St. C. Participation of parents in the development of home-economics programs in four Mary-

land high schools: a study of a committee technique through which teachers learn from parents, and parents from teachers how home-economics programs may be adapted to meet community needs and conditions. Master's, 1936. University of Maryland. 78 p. ms.

BROWNE, Sister M. DOROTHY. Phonics as a basis for improvement in reading. Doctor's, 1938. Catholic University of America. 48 p.

CHRISTIANSON, HELEN M. Bodily rhythmic movements of young children in relation to rhythm in music: an analytical study of an organized curriculum in bodily rhythms, including potential and functioning aspects in selected nursery school, kindergarten, and first grade groups. Doctor's, 1938. Teachers College, Columbia University. 196 p.

EDWARDS, SETH J. An educational program of physical education for schools and colleges of the United Provinces, Agra and Oudh, India. Doctor's, 1931. New York University. 161 p. ms.

ENGELHARDT, N. L. J., Jr. School building costs: an analysis of the costs of 52 school buildings constructed in New York state between 1930 and 1937. Doctor's, 1939. Teachers College, Columbia University. 96 p.

FIELD, ELMER and HAZLETT, WILLIAM W., Jr. A study of the changes in expenditures for education in second- and third-class school districts in the commonwealth of Pennsylvania, 1923-24 thru 1933-34. Doctor's, 1937. Temple University. 320 p.

FINNESSY, JOHN J. Promotional plans for securing registrations in private day schools: an analysis and evaluation of current plans in schools of New York City with recommendations for future practice. Doctor's, 1938. New York University. 172 p. ms.

GRUELLE, ORIE P. State insurance of public school property in Kentucky. Doctor's, 1938. University of Kentucky. 136 p.

HAMMOND, CAROLYN R. Course of study in physical education for elementary school teachers in training. Master's, 1938. New York University. 77 p. ms.

HILL, MARY A. Physical defects and mental abilities of school children. Master's, 1938. University of Kansas. 61 p. ms.

HOLM-JENSEN, PAUL H. People's college, its contributions and its application to American education and conditions. Doctor's, 1938. University of North Dakota. 170 p. ms.

HOVDA, HOWARD B. Study of high school commercial contests in North Dakota. Master's, 1938. University of North Dakota. 94 p. ms.

INGRAM, CHRISTINE P. Study of the development of education for the handicapped child. Doctor's, 1938. New York University. 127 p. ms.

JOHNSON, M. ORVILLE. Study of choral music methods in third-class cities of Kansas. Master's, 1938. University of Kansas. 69 p. ms.

LANGFITT, ROY E. Daily schedule in high-school organization. Doctor's, 1938. New York University. 443 p. ms.

MORSE, FRANK L. S. History of secondary education in Knox and Lincoln Counties in Maine. Master's, 1937. University of Maine. 86 p.

NELSON, ESTHER M. Analysis of content of student teaching courses for education of elementary teachers in State teachers colleges. Doctor's, 1938. Teachers College, Columbia University. 331 p.

SNOW, CHARLES A. History of the development of public school supervision in the State of Maine. Master's, 1937. University of Maine. 99 pp.

VIEG, JOHN A. Government of education in metropolitan Chicago. Doctor's, 1937. University of Chicago. 274 p.

ZIEGENHAGEN, ALVIN P. Legality of school board rules governing pupil conduct and discipline. Master's, 1938. University of North Dakota. 85 p. ms.

RUTH A. GRAY

# The New Social Security Program

by Arthur J. Altmeyer, Chairman, Social Security Board



★★★ The Social Security Act reached its fourth birthday in August of this year and in the same month Congress passed a number of sweeping amendments to the law which greatly extend and liberalize this program for the protection of the Nation's families.

Today, at the 4-year milestone, the Social Security Act shows a record of achievement which is notable not only for what has already been accomplished for human welfare, but also for its prospects of continuing growth. The groundwork has been laid for still further progress and development. For the men and women and children who now benefit by this program and for countless others, the amended Social Security Act gives promise of a more secure future. So far-reaching and important are these amendments that what we now have is, in effect, a "new Social Security Act."

Four years is a short time in the history of a broad social movement affecting directly millions of people and requiring the combined efforts of all our units of government—Federal, State, and local. Yet, in that short time, two Nation-wide social insurance programs have been established on a permanent operating basis; cooperative Federal-State programs for public assistance to the needy—the aged, the blind, and dependent children—have been developed; and, in addition, a number of State health and welfare services have been greatly expanded and strengthened with the impetus and financial help offered by the Social Security Act.

## Achievement and Experience

Social security has touched the lives of Americans from one end of this country to the other. More than 45 million wage earners have applied for accounts under the old-age insurance program and have begun to build up rights to an income when their working years are over; 27½ million wage earners are covered by unemployment compensation laws in operation in all States, and some \$660,000,000 in benefits has gone to those temporarily unemployed since the program became effective. At the same time public employment services have grown and expanded in connection with job insurance operations. Under the public assistance programs some 2½ million of the needy are now receiving regular monthly cash allowances. And more adequate public-health programs, better health and welfare services for mothers and children, better care for crippled children, and increased facilities for the vocational rehabilitation of handicapped and disabled men and women have been provided throughout the country.

The program established by the recent amendments is built on this solid foundation

of achievement and experience. It is new because it gives fuller recognition to the family as the basis of society and because it increases family protection. This is most evident in the development of what, until now, was called Federal old-age insurance. This system, formerly a plan to provide old-age annuities for individual wage earners, has become a broad system of family insurance which protects not only the wage earner, but his wife and children and, if they are dependent upon him, his aged parents. And this increased protection is effective throughout the wage earner's life, assuring some support for his widow and orphans or his surviving parents if he dies prematurely, or providing an income for him and his dependents during his old age.

Other changes have been made in the Social Security Act. Tax savings have been effected in connection with the insurance programs—both old-age and unemployment insurance. More Federal money has been made available for public health, child welfare, and vocational rehabilitation. More liberal Federal grants are now possible for State programs to aid the needy aged, the needy blind, and dependent children.

Every one of these changes is important. But the amendments to the old-age insurance

system go beyond all these in bringing greater protection to a vastly increased number of people. So broad is the extent and significance of this change in the old-age insurance system that the bare statement of what has taken place fails to convey adequately its importance for the American people. Because of this change, wage earners know that even if they die, their wives and children, or if they are unmarried, their aged parents, will not be left entirely without resources. Widows are assured of some means of keeping the home together while the children are growing up; and for wage earners themselves, there is the certainty of a minimum income to support themselves and their dependents when they are too old to work.

All this is provided under the new old-age and survivors insurance program; and it is to begin not in 1942, as originally planned, but on January 1, 1940. Beginning with that date a man who reaches 65 and becomes eligible can draw monthly retirement benefits for the rest of his life. His wife, if she is also 65, will receive an additional benefit equal to half the amount paid her husband; or if a retired worker has a young child, the child gets a supplementary benefit half as large as his father's until he is 18. If a worker who is

## EXAMPLES OF MONTHLY OLD-AGE INSURANCE BENEFITS

### Under Old Plan and Under New Plan

Your monthly benefits depend on your average monthly pay and on the number of years in which you have earned \$200 or more on jobs covered by the law. To find your average monthly pay, divide your total pay on covered jobs by the number of months between January 1, 1937, and the date you are 65 (or any later date when you retire).

Average monthly earnings	Monthly benefit payments		
	With 3 years of coverage		
	Old plan	New plan	
		Single	Married
\$50.....	Lump sum	\$20.60	\$30.90
\$100.....	Lump sum	25.75	38.62
\$150.....	Lump sum	30.90	46.33
\$250.....	Lump sum	41.20	61.80
Average monthly earnings	Monthly benefit payments		
	With 20 years of coverage		
	Old plan	New plan	
		Single	Married
\$50.....	\$22.50	\$24.00	\$36.00
\$100.....	32.50	30.00	45.00
\$150.....	42.50	36.00	54.00
\$250.....	56.25	48.00	72.00
Average monthly earnings	Monthly benefit payments		
	With 5 years of coverage		
	Old plan	New plan	
		Single	Married
\$50.....	\$15.00	\$21.00	\$31.50
\$100.....	17.50	26.25	39.37
\$150.....	20.00	31.50	47.25
\$250.....	25.00	42.00	63.00
Average monthly earnings	Monthly benefit payments		
	With 30 years of coverage		
	Old plan	New plan	
		Single	Married
\$50.....	\$27.50	\$26.00	\$36.00
\$100.....	42.50	32.50	48.75
\$150.....	53.75	39.00	58.50
\$250.....	68.75	52.00	78.00
Average monthly earnings	Monthly benefit payments		
	With 10 years of coverage		
	Old plan	New plan	
		Single	Married
\$50.....	\$17.50	\$22.00	\$33.00
\$100.....	22.50	27.50	41.25
\$150.....	27.50	33.00	49.50
\$250.....	37.50	44.00	66.00
Average monthly earnings	Monthly benefit payments		
	With 40 years of coverage		
	Old plan	New plan	
		Single	Married
\$50.....	\$32.50	\$28.00	\$40.00
\$100.....	51.25	35.00	52.50
\$150.....	61.25	42.00	63.00
\$250.....	81.25	56.00	84.00



qualified for retirement benefits dies, his widow, on reaching 65, will receive each year for the rest of her life three-fourths of his annuity. If a worker dies and leaves young children, each of them will receive a monthly benefit of half the amount to which the father would have been entitled until they are 18. Until the youngest child reaches that age, the widow also will receive monthly benefits—again three-fourths of the amount that would have been due her husband. If a man leaves no wife or children, then each surviving parent, if they are 65 and dependent upon him, will receive a monthly benefit, again of one-half.

#### *Immediate Advantages*

Along with the extension of benefits to survivors and dependents, still other changes have been made in the system; these have not only long-run advantages for all insured workers but also immediate advantages for those now at or nearing retirement age. In addition to advancing benefit payments from 1942 to 1940, the new program makes it possible for many more older workers to qualify for benefits and will enable others to increase the size of their benefits. Under the old law any wages a worker earned after 65 did not count toward his annuity and the eligibility requirements were such that no one who was 61 years old when the original law went into effect in January 1937 could qualify for monthly benefits. Under the amendments a worker may continue to build up his credits, and consequently, the amount of his benefits, after he reaches 65. Furthermore the eligibility requirements have been liberalized so that even those already past 65 now have opportunity to qualify for all the benefits made available under the new program. Another change—in the method of calculating benefits—will be advantageous to these older workers and to younger workers as well. Under the new program benefits will be based on the worker's average monthly wage rather than, as formerly, on his total earnings during his entire lifetime. The purpose of this change is to bring about a closer relationship between the wage earner's monthly benefits and his former monthly earnings. It will also have the effect of increasing the amount of benefits payable to those retiring in the early years of the system, while at the same time preserving a balance and assuring equitable protection for these retiring in the future.

All of these improvements have been brought about without increasing the long-term costs of the program. For the next few years, workers and employers will actually be contributing less than they would have paid under the old law. The old-age insurance tax has been "frozen" at its present rate for 3 years so that workers and employers will continue to pay 1 percent of their wages until 1943, rather than 1½ percent—a saving of approximately \$825,000,000 in taxes. The revised benefit formula, through a better distribution of costs, makes it possible to provide

more liberal payments in the early years of the system to a larger number of individuals; but this will not increase the over-all cost throughout the years, because the eligibility requirements are increased gradually as the years go by and as persons have a greater opportunity to contribute and to show earnings in insured employment. In other words, the new program attempts to solve the fundamental problem that arises in the early years of any contributory social insurance system—namely, to provide benefits that are reasonably adequate and at the same time to insure, as the system matures, a reasonable relationship between contributions and earnings on the one hand and benefits on the other. It also makes for a more realistic approach to the problem of security because it recognizes the greater need of family groups. Under the new plan beneficiaries, whether married or single, will get more protection than they could buy with their own contributions elsewhere, and at the same time the equity and adequacy of the system are increased by providing additional benefits for married couples and for children.

The essential purpose underlying the amendments to the old-age insurance system is clearly the desire to promote the security and stability of the American family. This purpose is equally apparent in the changes made in the other social security programs, particularly in the amendment providing for greater Federal assistance to the States in financing their programs for aid to dependent children. Under the original law the Federal contribution for aid to such children came to only one-third of the State's expenditure, whereas for aid to the needy aged and the blind the Federal Government paid half the cost. Beginning January 1, 1940, Federal grants for aid to dependent children will also be upon this equal matching basis.

#### *Age Limit Raised*

In addition, the age limit for Federal contributions to aid to dependent children has been raised from 16 to 18, while the child is regularly attending school. This same provision with respect to the child's age and schooling is made in the benefits provided for the children of workers under the Federal old-age and survivors insurance system. It recognizes that education is essential to the child's future security and that taking care of dependent children during school years is an investment in the Nation's future.

The increase in Federal matching for aid to dependent children will enable the States to take care of more needy children and to care for them more adequately. At present more than 700,000 children are receiving the Federal-State aid which makes it possible for them to grow up in their own homes with a mother's care, or in the homes of close relatives. This is more than 2½ times as many as were cared for under State and local "mothers' aid" laws in 1935. But there are still eight States which are not taking part in

the Federal-State program, and even in the participating States there are many children whose needs have not been met. It is estimated that with the increased Federal funds now available the States will be able to care for at least a million children—300,000 more than at present.

Additional Federal funds will also be available to the States for aid to the needy aged and the needy blind. In the original law the Federal contribution to these forms of assistance was limited to \$15 a month to each person aided, provided the State paid a like amount. The amendments raise the Federal maximum to \$20 thus permitting the States to liberalize their payments, since the Federal Government will pay half up to a combined total of \$40.

#### *Family Security*

More adequate assistance for these two groups is again a contribution to family security. For the aged and the blind themselves, it means the security of a normal home life, however frugal; and it means also that young families with growing children will not be forced to deprive these children of a good start in life because an already over-strained budget must be stretched to care for aged and unfortunate relatives.

These, briefly, are the major changes which have been made in the program administered by the Social Security Board. The health and welfare programs, included in the Social Security Act and administered by other Federal agencies, have also been liberalized so that more Federal money will now be available to the States to carry on these essential services—for public health, maternal and child health, the treatment of crippled children, and vocational rehabilitation. And the provisions of the Federal law relating to all these services have now been extended to Puerto Rico as well as to Hawaii, Alaska, and the continental United States.

Through the new social security program, the Federal Government has recognized more fully its responsibility for the welfare of the Nation's families. True, this has always been an acknowledged obligation, but never before has it been so clearly translated into terms which affect the daily lives, the fears, and hopes of individual men and women and children. It gives continuity and stability to family life by assuring at least a minimum family income in spite of life's vicissitudes; and it safeguards for the Nation's children their birthright—a healthy and wholesome childhood in a normal home.



#### *On This Month's Cover*

The illustration on this month's cover of **SCHOOL LIFE** comes from the Ann J. Kellogg School, Battle Creek, Mich.



# Problems Confronting the Junior College

by Frederick J. Kelly, Chief, Higher Education Division

★★★ For a number of years I have been deeply interested in the junior college. Its rapid development during the past 20 years makes it clear that it has a place in the American scheme of education. During a recent field trip I visited a number of junior colleges and talked with leaders of the junior college movement. I now wish to record my reflections with respect to the junior college as a stimulus to further discussion and clarification. The views here expressed are personal and do not in any way carry official significance.

## Conditions Calling for the Development of the Junior College

The complexity of modern civilization demands an extension of the period of organized education. Twelve years is not adequate to prepare for one's civic and social responsibilities.

Approximately half of our young people now complete the high-school course. At the age of completing the course large numbers of these young people find it impossible to get suitable jobs. Continued education is the best method of preventing the deteriorating effects of idleness. Therefore, increasing proportions of young people continue their education beyond the high school.

Because of the widespread popular interest in high-school education, and because of the strong local control of education in this country, high schools have been established in communities both large and small, throughout the whole United States. Approximately half of the high schools enroll fewer than 100 students. A considerable proportion of these small high schools enroll fewer than 50 students; in practically all, and in a large proportion of the medium-size high schools the course of study is limited to general cultural subjects. The schools cannot afford a vocational education program. Therefore, these high schools serve primarily as feeders for colleges rather than as terminal courses for students.

Partially in consequence of the above, colleges, particularly liberal-arts colleges, enroll increasing proportions of our young people. Many of these find it difficult to locate jobs after they have completed their liberal-arts college course. Furthermore, a considerable number of students thus recruited by the colleges are not well adapted intellectually to the work of the liberal-arts college. In consequence approximately half the students in the colleges do not go beyond the sophomore year. Those who drop out do not profit in many cases very significantly from the college work they do, and think of themselves too generally as failures.

The conditions of industry, agriculture, and commerce are such as to call for more and more vocational education. There is less room in the occupational life of the country today for young people who have had no vocational training than was true years ago. It can be said, therefore, that for the vast majority of young people it is inappropriate for them to regard their education in organized schools as complete until they have prepared themselves vocationally for entrance into the economic life of the community. Even cultural study can hardly play the part which it ought to play unless along with it young people recognize that they are equipping themselves for successful participation in economic life at the time they are pursuing their academic studies.

## Relation of the Junior College to High Schools

Since high schools as at present organized cannot in the great majority of cases give an adequate program of vocational education and since much of the vocational education desired should be continued in years beyond the high school, it is necessary for close integration to be established between the high schools and junior colleges if adequate vocational training is to be available for the large numbers who need it. This close integration requires first that the junior colleges should not limit their enrollment to those who have completed high school but should make their appeal also to students who find that further work in the academic high school is not what they need. This integration should also be built on the assumption that the small high school in many communities might well terminate its work with the tenth grade and depend upon the high school or the junior college which serves a larger area to complete the work of the eleventh and twelfth grades as well as to give the work of the thirteenth and fourteenth grades.

In other words, if the junior college is to play the part that it must play in affording vocational education to a larger number of young people whose local community high schools cannot provide it, the junior college must be an institution reaching down to include at least the eleventh and twelfth grades. It seems to me, therefore, that the junior college should be thought of not as a 2-year institution superimposed upon a 4-year high school but should be thought of as a 4-year institution to provide the eleventh and twelfth grades for such communities as cannot well provide them, as well as to provide the thirteenth and fourteenth grades for the larger communities. Such a junior college should have a scheme of vocational curricula of vary-

ing lengths, should have terminal courses of civic and social value, and where necessary should have work comparable with the first 2 years of colleges and universities, thus making it possible for students to continue their education beyond the junior college if they so desire. The stress, however, should be upon the vocational and terminal courses designed for those who do not expect to attend universities and colleges.

## Relation to Colleges

Universities in this country are built around liberal arts colleges as their centers. In addition some 500 liberal arts colleges are maintained independent of universities. All of these accept students at the completion of the high-school course. Nevertheless an increasingly distinct division between the first 2 years and the last 2 years of the college is being recognized throughout the college world. The first 2 years commonly called the lower division are devoted essentially to general courses and pre-professional courses while the last 2 years are devoted essentially to specialization. This specialization very commonly leads to a teacher's certificate or it prepares for work in the graduate schools. The spirit and purpose of the lower division are different from the spirit and purpose of the upper division. It is more generally recognized that the lower division is dominated by the same purposes as the senior high school while the senior division is dominated by the same purposes as at least the master's degree section of the graduate school.

It seems likely, therefore, that the lower or junior division of the college will become more closely associated than at present with the secondary schools if in fact it is not regarded frankly as a part of secondary education, whereas the senior division of the liberal arts college will become more closely associated with the graduate school. Colleges will probably tend to fall into either one of two classes, those which limit their work to the phases of education now associated with the senior high school and the junior college or those that limit themselves to the specialization phases now associated with the senior college and the graduate school.

The universities may, in fact, tend to limit their work to the senior college, the professional schools, and the graduate school.

In any case, the junior college seems destined to develop in a large number of communities to serve essentially the surrounding area, although not necessarily just the town or city in which it is located. Colleges and universities will find it increasingly advantageous to adjust their own curricula to the students who have finished the junior college.

### *Relation to State-wide Planning*

The fact that States one after another have passed laws permitting local communities to establish junior colleges have tended to put the responsibility upon the local community for the establishment and maintenance of the junior college. In many cases the local community has had to maintain the junior college with funds raised by local taxation and by student tuition fees. On that account the junior college has confined its curriculum largely to the liberal-arts courses practically identical with those given in the first 2 years of the liberal-arts college. This has tended to defeat the primary purpose of the junior college. Training for vocations prevailing in the community has not been available in the junior college. Neither has the junior college served as a community-wide center of civic and social education for both adults and youth.

The type of permissive legislation for junior colleges which leaves the community helpless to maintain anything but a 2-year liberal-arts college thwarts rather than helps in the development of the kind of junior college which is needed to round out the public educational system of this country. Until the State plans for the establishment of a system of junior colleges adequately supported to carry on the proper functions of the junior college, no satisfactory development is likely to take place. If, however, the State shares the responsibility for the location of the junior colleges, for the course of study of the junior colleges, and for their financing, then the junior colleges can render a satisfactory service to the State. Such a system of junior colleges can save the cost of maintaining a large number of expensive and inefficient small senior high schools, they can make available vocational training in a wide variety of vocations, they can train for civic and social effectiveness those young people who do not carry their education beyond the junior college, and they can be a constant source of inspiration and education to both youth and adults of their respective communities.

### *Relation to Federal Aid for Vocational Education*

At the time the Smith-Hughes law was passed in 1917 junior colleges had developed but little. It was natural, therefore, for the bill to restrict the use of Federal funds to courses "of less than college grade." With the development of junior college intimately associated with public high schools, it seems clear that vocational education should be permitted anywhere in the senior-high-school and junior-college course which best serves the interests of the students and the communities.

The arguments which prevailed 20 years ago to obtain Federal aid for vocational education in the high school apply with equal force if not even more emphatically to the need for aid for vocational education in the junior college. The junior college is being compelled

to limit its offerings to the liberal-arts courses because of the prohibitive expense of maintaining suitable vocational courses. It would seem desirable, therefore, for the Federal program of vocational education to be so expanded as to stimulate the development of vocational courses in the junior colleges, just as the present vocational education program has stimulated the development of vocational educational courses in the high schools.

### *Relation to Federal Programs such as the CCC and the NYA*

During the depression the Federal Government has found it desirable to develop activities of particular interest to youth such as the CCC and the NYA. These have had wide significance both as work programs and as education programs. As time goes on it seems to be increasingly clear that the central purpose of all these programs must be their development of the individual youth rather than their conservation of natural resources.

Accordingly they should ultimately be integrated with the education programs maintained by the States. Work programs such as prevail in the CCC camps are important for many boys without regard to the boys' economic status. Part-time work and part-time education are combinations which should be encouraged for large numbers of young people without regard to whether they are in need of financial relief. Intimate relations with industry must be established and maintained by all the types of educational institutions which expect their students to go into industry when they complete the program of study and training. For all these and many other reasons the junior college, as described above, might well become the nucleus for developing work programs and conservation programs of all sorts in order that proper education could thus be made available for young people who need work as a part of their educational training.

Federal subsidies, therefore, to assist in the development of a system of junior colleges or vocational schools which would be expected to take on many of the functions now performed by the Civilian Conservation Corps and by the National Youth Administration would seem to be a logical end toward which the country might well look. These federally subsidized schools would link well with the land-grant colleges above and with the vocationally aided high schools below. They would help to secure not only a safe transfer from school to job but they would supplement the educational system as it now is, making it serve better the purposes of the agricultural, industrial, and commercial classes for whom the land-grant colleges were established and in whose interest the Federal Government now subsidizes vocational education.

### *In Summary*

The kind of junior college which seems to me called for today is one whose purposes are

dominantly the vocational training of young people beyond the present high-school years. No uniform pattern should be fixed for the junior college. There should be many types and much flexibility. Where needed it should take students of eleventh and twelfth grades so as to relieve the small high schools and it should under any circumstances make its vocational courses available to students who leave the high school before graduation. At the same time it should continue for 2 years the education of those who have finished the high school. It should be planned as a part of a State-wide scheme and should be financed in large part from State and Federal funds rather than wholly from local funds. It should be so designed as to accomplish the following objective, namely: That few young people leave the school system until they are competent to hold a job. It should be closely integrated with the high schools below and the colleges above but should be essentially terminal in its functions thus tying in with industry, agriculture, and commerce in a plan to fit its students into the economic life of the community.



## **Motion Picture on Rural Education**

Prepared especially for rural teachers is a two-reel 16 mm. sound film sponsored by Fannie W. Dunn, and Frank W. Cyr, of Teachers College, Columbia University. The picture, titled "Living and Learning in a Rural School," is designed to help rural teachers, supervisors, and curriculum builders make the most of the educational opportunities offered by rural environment.

The scene of the film is the three-teacher elementary school at Allamuchy, N. J.

The film shows the countryside, typical farm homes, and the environment of the school. Coming into the classroom with the youngsters in the morning, the observer sees examples of the cooperative daily living and of teacher-pupil relationship characteristic of this school. Then follow scenes of classes which range afield, from the brook on the school grounds to places of local historic interest. Of special interest is the way in which the teacher makes use of the resources of the community. The latter part of the film shows the gradual development of an activity of absorbing interest to the children—studying and reliving the life of the Algonquin tribe which once roamed the Allamuchy region.

A printed manual gives further details concerning the school program and the progress of individual pupils, as well as a complete description of the film. For further information, write Bureau of Publications, Teachers College, Columbia University, New York City.



# The School Auditorium as a Theater<sup>1</sup>

By Alice Barrows, Specialist in School Building Problems

★★★ The auditorium is one of the most important units in the school building and yet it is usually the least well planned. The reason for this situation lies in the fact that there is considerable confusion as to the purposes and uses of the auditorium, and this confusion as to function is naturally reflected in its plans.

The use of the auditorium both by the community and as part of the school program has been slow in developing because the changes in the social environment which have made the auditorium an important factor in the life of the community are of comparatively recent growth. When the auditorium or assembly hall was first added to the school building the purpose was to provide a place where the whole school could assemble at the beginning of school for opening exercises which lasted 5 or 10 minutes. These exercises usually consisted of saluting the flag, reading the Bible by the principal, and announcements to the pupils in regard to matters affecting the school. The "assembly hall" was literally a hall with a small platform at one end and a level floor on which there were either desks and seats or movable chairs. These assembly halls were essentially school halls which were unused for most of the school day and infrequently used by the community.

This practice still obtains in many parts of the country. However, during the past 25 years, with the advent of the shorter working day and consequent increase of leisure time for the masses of the people, there has been a strong demand for community use of auditoriums and increasing pressure upon the schools to open the auditoriums for forums, plays, concerts, etc. Furthermore, it is now recognized that the problem of leisure time will never be solved until people form in childhood habits of interesting and creative use of leisure.

Since the business of the school is to prepare children to cope with the life outside of school in which they may find themselves, and since the shortening of the working day provides more leisure time than formerly, it becomes the business of the school to provide opportunities for developing in children interests and habits in leisure-time activities which will be a source of permanent interest to them as adults. This means that dramatics, concerts, motion pictures, and forum discussions are becoming an integral part of the school program. But dramatics, concerts, and motion pictures carried on as a regular part of the school work rather than as an occasional activity represent a distinct departure from the traditional conception of the function of the school. Such activities stir the emotions as well as the mind. They smack of enter-

tainment. Because of our Puritan traditions, there has doubtless been in the past an unconscious resistance to the idea that plays, motion pictures, etc., are legitimate rather than incidental activities of the school.

This has been particularly true of dramatics. Yet the drama is one of the most ancient and

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## THE OFFICE OF EDUCATION

Announces the Publication of

### The School Auditorium As a Theater

by Alice Barrows, Senior Specialist in School Building Problems, U. S. Office of Education, and Lee Simonson, Scenic Designer and Theater Consultant

"From the standpoint of community use, the school auditorium is one of the most important units in the building," says Assistant Commissioner of Education Bess Goodykoontz. "The present bulletin deals with the evolution of the school auditorium, and presents recommendations for the planning of the auditorium with particular reference to the stage, so that the auditorium can be used as a theater, concert hall, for forums, for motion pictures, and for radio programs. The Office of Education has been fortunate in securing the cooperation of Lee Simonson, scenic designer and theater consultant, as coauthor of this bulletin. Mr. Simonson's wide experience and technical knowledge of stage design will make his suggestions of practical value to both educators and architects."

beautiful of the arts, and dramatics is one of the most natural outlets for the creative spirit of children. Because drama is one of the arts most native to children and most likely to condition their tastes and interests later in life, dramatics in school is entitled to more serious consideration than has been given to it in the past. The production of a play, from its inception to the final production, demands not only imaginative interpretation but also the discipline that every great art demands. It requires gruelling discipline in the preparation of individual parts and also in acting a scene or an act over and over again until it is as nearly perfect as possible. It also requires years of training of the body and of the voice so that each movement of the body and each inflection of the voice may express the desired emotion.

If one remembers that "theater" includes music and the dance, it should be obvious that training in "dramatics" can be an essential

part of modern education even with the youngest children of the primary grades. They will take to it as spontaneously as they once did to dancing to a hurdy-gurdy. They are continually play-acting when they play and if their native imagination is released they are quite capable of writing plays of their own and acting them with as much gusto as they now devote to impersonating gangsters and G-men. The discipline of the modern dance, when taught by someone soundly trained in its essential technique, will produce bodily coordination, poise, and a well-rounded physical development that no specialized form of athletics can induce. The sense of rhythm developed is one of the soundest bases for the study of music. When such training is coordinated with speech, the risk of developing a few "show-offs" is more than compensated by the psychological release, the banishment of the inhibitions, the clumsiness, awkwardness, and shyness that torment so many children. If discipline is an essential byproduct of education, then the discipline required in the production of a play should entitle the drama to front rank in school subjects.

It is obvious that if dramatics, concerts, and motion pictures are to become an integral part of the school program, then the auditorium, or theater workshop, will presently be considered as essential a part of completely equipped school buildings as gymnasiums and science laboratories are today. But unfortunately these school theaters, with rare exceptions, are seldom planned or equipped with any sound knowledge of their technical requirements. The lay-out of most stages is determined by a guess, usually the wrong guess, with the result that almost all of them are cramped, wrong in their essential proportions, technically inefficient, and obsolete almost as soon as they are built. Once built they are too costly to remodel, although at the time that plans were being drawn they could have been made right at an additional cost that represented a small percent of the total cost of the building.

#### Planning the Workable Stage<sup>2</sup>

Before a stage and an auditorium can be equipped they must be fundamentally right in their dimensions and their general proportions. The common mistake is to make the auditorium far too big, the proscenium opening ridiculously wide and the stage itself impossibly shallow, because on a few occasions a year it may be traditional to have the entire school meet in a body for general assembly or graduation exercises. The resulting seating capacity of 1,500 and often 2,000 seats, besides adding an unnecessary amount of building-

<sup>1</sup> See part II of the bulletin for full details on the technical planning of the auditorium stage.

(Concluded on page 123)

<sup>1</sup> U. S. Office of Education, Bulletin, 1939, No. 4.



# What's Ahead for Rural America?

by Chris L. Christensen, Dean, College of Agriculture, University of Wisconsin

## Education for Life in Rural America

★★★ Farm youth and farm adults generally face conditions and situations for which their traditional educational system has not sufficiently prepared them. This is particularly significant today because there are many new problems arising from restricted industrial production, urban unemployment, and international disorder which affect farm living and income. Farm people, especially the young men and women who will work the farms and live in the farm homes of tomorrow, must learn about these forces and understand them.

Today, the farmer is expected to know and do an amazing variety of things. Technically he must know a great deal about soils, animals, plants, machinery, and even seasons and insects. All this is necessary because research with crops and animals has revolutionized farming in the same way that research in physics and chemistry has revolutionized manufacturing. The farmer, too, must be a manager—a planner—and a thinker. He must know something about the legal aspects of his business, something of finance, and much about markets and distribution. Then, too, Government policies are playing a growing part in his farm business and in rural life. Hence he must know something of economics, tariffs, conservation, and soil-erosion programs. Last but not least, new community responsibilities face him. Rural society is grouping around new interests and the farmer is taking an active part in this vast movement.

New conditions which have such a tremendous impact on farm income and rural living, I am convinced, require not less but more education and of a kind that will serve the men and women who choose farming as an occupation and a way of living.

## The Country School

First, let us consider the country school—the increasing emphasis on citizenship training in our democracy must start with the country school. This school is the first contact which the farmer and his family have with educational institutions. It is here as children that they receive their introduction to the world of organized education. It is here, too, that in many cases they have their last contact with the educational facilities of the State.

Unfortunately, too many farm young men and young women do not continue their edu-

cation beyond the common school. For example, a survey in five Wisconsin counties in 1934 showed that only 3 out of 10 young farm people—20 to 25 years of age—continued their education beyond the common school as compared to 7 out of 10 village young people of the same ages. The difference in schooling between farm and city youth is even greater.

Much needs to be done to equalize opportunity for rural youth; an enriched elementary school is the beginning of such a program. "The local school districts must be made adequate for the task if the schools are to be successful," reports Owen D. Young, chairman of the regents' inquiry into the character and cost of public education in New York State. The inquiry concluded that the school district system is now the weakest link in their whole State educational system.

A similar finding of the recent advisory committee on education was that a major reason for the great inequality in educational opportunity is the manner in which financial support is provided for the public schools.

There will be discussion later of the important place that the common school must play in the future, including its curriculum, which must increasingly be based upon its community needs and resources. This revitalizing process must go right through the high school. In too many cases the high school today is merely an academic preparation for college. This may be all right for the few men and women who go on to college for professional training, but certainly the traditional high-school curriculum falls short of providing the cultural, civic, and vocational training for the thousands of young men and women who will continue their life on the farm and in the rural communities.

From the outset I want to emphasize that "education does not end with the school"—it must be a continuous process.

## Adult Education

One of the interesting movements in the way of more education for rural people is in the second part of this discussion, which I have called—

*Adult educational developments.*—America today is experiencing vast and growing movements of adult education which seem to be a native development. They take the form of university and agricultural extension, cooperative institutes, vocational and citizenship classes in public schools, library services, forums, adult education related to farm organizations and the church.

These movements are youthful and lusty, vigorous but not yet ripe and mature enough to do the job as well as it needs to be done. We must have an adult education which is more spiritually dynamic, more socially cohesive, and more infused with the ideals of democracy.

Although there is not time to discuss all of the agencies, I do wish to single out one for special comment. We have a widespread and a vast movement of adult education in agricultural and home economics extension which this year is celebrating its twenty-fifth anniversary. From its initial stages the emphasis was vocational. This emphasis continues and rightly so, but no one will deny that there are other problems now facing the modern farmer. I think that this largest movement of adult education has a challenging opportunity of extending its educational processes to include the social and cultural needs of rural life and rural citizenship.

*Residential forms of adult education.*—When it comes to this type, I must begin on Danish soil because I am a Dane by conviction as well as by heritage.

Back in the nineteenth century Dalgas, an engineer, approached the Danish farmers with a program for the scientific reclaiming of the Danish heaths to forest and farm use. The average farmer was not interested in this long-time scientific program. However, the young farmers who had had the benefit of folk school education did respond to the appeal for cooperation in this important project.

The Danish folk school had marked success in developing a new educational interest on the part of older rural youth and adults and a new sense of social responsibility commensurate with the new problems rural people were confronting.

By means of this residential form of adult education the citizens in what was then an impoverished and discouraged country were given an understanding of the principles which underlie intelligent joint human action. They became aware of the ever-changing adjustments and readjustments needed in agriculture and also received a valuable training for citizenship in a democracy.

A type of adult education is now appearing in America which seeks to build upon the substance of the folk school; which seeks to embrace something of the spirit, the ideals, and the practice of this unique and dynamic residential type of adult education. While the folk school institution as the Danes developed it has not become a widespread movement in

(Concluded on page 124)

<sup>1</sup> From the 1939 Presidential Address, American Country Life Association.

# Education of the War Veteran in the CCC

by Howard W. Oxley, Director of CCC Camp Education

★★★ President Roosevelt in his proclamation of April 27, 1939, designating the week of April 30, 1939, as employment week, said in part:

"I am mindful of the fact that among those over 40 years of age are a great body of our most experienced, able, and competent workers; that this group as a whole is not sharing as fully as other age groups in the employment revival; that many of those over 40 have lost their jobs through no personal failing but because of circumstances over which they, and their employers, had no direct control; that among those over 40 and still actively in the labor market are practically the entire group of World War veterans (whose average age is 46), a group that is surely entitled to look to our society for security and economic independence."

The proclamation was based on a report by a committee of representatives of industry, labor, and the public which analyzed prejudices against the hiring of middle-aged workers. In his proclamation President Roosevelt stated that the committee report "finds no good reason that would support continuance of this prejudice" against persons over 40.

"In view of these considerations," the President continued, "I should like to ask employers throughout the country to give special consideration to this problem of middle-aged workers, to review and examine their current policies in order to determine whether applicants who are over 40 years of age are being given a fair opportunity to qualify for jobs, and to study their various departments and processes with a view to seeing where the qualifications and abilities of these older applicants could be utilized. I want to urge social agencies, labor organizations, and the general public to join in giving this problem their earnest consideration."

There are today more than 27,000 veterans in the 136 Civilian Conservation Corps camps for war veterans. It has been the purpose of the educational program carried on in these camps during the past 6 years to make both the general public and the veterans themselves conscious of the fact that their age is not necessarily a bar to reentry into the ranks of the gainfully employed.

## Differentiate Situation

In planning the education and training of the veterans in the camps, certain factors which differentiate their situation from that of the junior enrollees must be taken into consideration. In the first place, the academic deficiencies of veterans are more marked than among the juniors. The average educational level of veterans is approximately two grades less than the juniors. Of



Manual training, Yukon, Okla.

the 25,287 veterans enrolled in May 1939, 13,498 or 53.4 percent had never entered high school. In comparison only approximately 35 percent of juniors have not entered high school. This is explained by the fact that the veteran belongs to an educational generation which received less training than does that of the present. Secondly, the veteran has already established and worked at a trade or occupation. This is in marked contrast to the untrained juniors.

The major aims of the veteran program are, therefore, to reestablish the confidence of the veteran in himself by correcting, insofar as possible, his pressing academic deficiencies and by strengthening his training in his life occupation or vocation, or by retraining him in an allied field.

During the month of May 1939, 5,316 veterans in 626 groups were receiving instruction in subjects aimed at removing their common-school deficiencies. Of these, 2,768 were on the elementary level.

In occupational or vocational subjects not connected with the field work of the CCC, 8,523 men were enrolled in 1,074 groups. Among these subjects were: Auto mechanics, blacksmithing, bookkeeping, typing, housewiring, carpentry, masonry, cabinet making, welding, and the like.

Fifteen thousand and eighteen men in 857 groups received systematic training in connection with jobs on CCC work projects. These jobs include building roads and telephone lines; construction of bridges, masonry and wooden; construction of lodges, cabins, and other buildings; terracing; ditching; construction of check dams; forestry control work, and the like. This training has been

helpful to the enrollees and has resulted in many finding employment.

Three thousand seven hundred and seventy-eight veteran enrollees participated in informal group work—arts and crafts, music, dramatics, and the like.

Hobbies or avocations predominate in the veteran camps. In some cases the hobby is practiced to add to the veterans' income; in other cases, just to pass the time. In the Phoenix, Ariz., camp, a few of the enrollees have set up a silver craft shop and make attractive silver jewelry set with native turquoise and petrified wood. The silver is purchased direct from the smelter at wholesale prices, and the stones are cut and polished by enrollees. These articles are sold in the shop, and the enrollee making the article receives a credit of 15 percent of the sale price. One enrollee, recently discharged from the camp, had an accumulated credit of over a hundred dollars as a result of this plan. There are now 12 silversmiths in the vicinity of the camp who are making a living working at the craft learned in the camp shop.

Miscellaneous training, embracing first-aid and safety, water safety, health and hygiene, and citizenship, enrolled 16,193 veterans in 284 groups.

More than 10,000 guidance interviews were held with enrollees by the various members of the supervisory personnel. Almost 20,000 books were read by 13,000 different enrollees. One thousand and eighty-five films were shown during the month to an attendance of 71,352, while 70,475 men attended 563 lectures on various topics.

The teaching staff of the 134 veterans' com-

(Concluded on page 121)





# THE VOCATIONAL SUMMARY

by C. M. ARTHUR, Research Specialist, Vocational Division



## Into the Highways and Hedges

The increased emphasis now being given by vocational educators to training programs for out-of-school youth and adults lends special interest to a plan adopted by supervisors of agricultural and home economics education in Bradford County, Pa., to interest school administrators and others in such programs.

Supervising principals, the county supervisor of agricultural education, and a member from the Pennsylvania agricultural education and of the home economics education departments of the Pennsylvania State College were invited to meet at a central point with the homemaking and agricultural teachers in the country. The college representatives discussed reasons for providing continued educational opportunities for out-of-school youth and adults, as well as the possibility of providing such opportunities in local schools. The following day the group visited schools and the college representatives discussed plans for part-time and evening programs with principals and with home economics and agricultural teachers.

One principal, impressed with the need of an educational program for all ages in his community, offered to dismiss school for a half day each week, so that full-time pupils could take care of small children and do home chores in order to release parents and older brothers and sisters for attendance in special classes. Several such programs were started in Bradford County last year.

In Wyoming County, Pa., also, members of the county board of education, principals, teachers, and county supervisors of agricultural and homemaking education held a conference at which the results of a survey of out-of-school youth was presented and an educational plan designed to reach this group was presented and adopted. Such programs are doing much to reach a group until recently unreached by vocational education.

## 5,000 Study Cosmetology

Approximately 5,000 persons are enrolled in training classes in cosmetology or beauty culture in 102 centers in 30 States, according to records compiled by the United States Office of Education. Instruction in these classes was reimbursed to the amount of \$56,789 in Federal funds last year. Of the States reporting on cosmetology training, Wisconsin leads with respect to the number of centers—15, and California in the number of students enrolled—1,160, and in the amount of Federal reimbursement—\$13,691.

The per capita reimbursement from Federal funds allotted for instruction in cosmetology under the provisions of the Federal vocational acts as reported by the States ranges from \$2.58 per student in Tennessee to \$61.79 in

Wisconsin and \$68.75 in Nebraska. These per capita cost figures are inconclusive since it is impossible to tell what percentage of total per capita costs the Federal reimbursement represents. However, it is interesting to note the wide variation in amounts.

## Similarity

Results of studies made in various States of the occupational distribution, the occupational status, and the educational attainments of farm-reared students who have attended vocational agriculture courses in secondary schools show a striking similarity. A study recently made by the Michigan State Board for Vocational Education is no exception to the rule.

It showed, for instance, that of the farm-reared youth studied who have taken vocational agriculture in high schools in the States, upwards of three-fourths farm for at least a short period after leaving high school, and that as time passes decreased proportions are found as farm laborers and an increased proportion become farm-owners.

The study showed further that it is not always possible nor desirable for farm-reared boys to remain in farming.

Still another of the facts revealed by the study is that farm partnership agreements are often loosely drawn and hence are disadvantageous to the farm youth who are parties to the agreements.

The Michigan study reveals many other facts, also, which have direct implications for programs of agricultural education, and which are well worth study by teachers and supervisors of agricultural education. The publication in which the results of the study are incorporated is Bulletin No. 236 of the State Board for Vocational Education, Lansing, Mich.

## A Fertile Field

Five different types of research problems are recommended by the North Atlantic Regional Committee on Research in Agricultural Education, which is cooperating with the research committee of the American Vocational Association. The regional committee recommends that studies be made of:

1. People—including age and population aspects; placement of and placement opportunities for vocational agriculture graduates; financial and other needs of youth who are completing training for farming; effect of migration of farmers and farm workers upon the problem of training; trends in preparation for farming, including a study of factors involved in the integration of the activities and interests of agricultural students, such as those of local chapters of the Future Farmers of America and classroom activities.

2. Curriculum and courses of study—their making, their evaluation, and the devices and techniques affecting them.

3. Administration—including studies of the problems involved in extending the services of agricultural teachers and the adjustment of vocational agriculture programs to new systems of school organization and to academic programs.

4. Procedures and techniques in correlating programs of vocational agriculture, home economics and trade and industrial education; in group and individual teaching; in formulating and conducting class projects; and in overcoming program difficulties of various types.

5. Results of the vocational agriculture program as shown by the use of experimental tests in farming, made by vocational agriculture students or graduates; the use made of farm skills taught in agricultural classes; and the changes in farm practice adopted by agricultural students and graduates.

Important, also, are the reasons advanced by the committee for research on the part of vocational agriculture teachers. Teachers should be researchers, the committee claims because: (1) they are consumers of research in selecting appropriate materials for instruction purposes; (2) they must understand the conditions under which pupils acquire their education; (3) they must play a part in helping to bring about improvement in schools and communities; and (6) they must adjust themselves to the changes in curricula and courses of study in local schools and in the State.

## Bacteriology and the Plumber

The "handyman" type of plumber whose only stock in trade is a few months' experience in the mechanics of plumbing work, is rapidly disappearing, United States Office of Education records show. He is being succeeded by the broadly trained plumber who not only knows how to perform the various mechanical jobs expected of him but has an elementary knowledge of bacteriology, chemistry, physics, mathematics, and drawing, as they apply to the plumbing trade. In addition he knows something, also, about the history and organization of the plumbing trade, plan reading, plumbing materials, fixtures, and appliances, safety and accident prevention, plumbing laws, and the business aspects of plumbing.

Significant is the attitude of the plumbing trade with respect to the training of plumbing apprentices, reflected in its statement that "the plumbing industry recognizes the need of trained workers in the plumbing trade and regrets the ease with which it has been possible in the past for an individual to 'break in' to





Lead wiping is one of the types of work which may have to be taught the plumber apprentice in the classroom when the employer is unable to give this instruction.

the trade by working for a master plumber for a brief period and then setting up in the plumbing business for himself."

With the assistance of the Association of Master Plumbers of the United States, the United Association of Journeymen Plumbers and Steamfitters of the United States and Canada, and the Federal Committee on Apprenticeship, United States Department of Labor, the Office of Education has issued Vocational Division Bulletin No. 200, Related Instruction for Plumber Apprentices. This publication, which was prepared by R. W. Hambrook, senior specialist in trade and industrial education, is intended for use in connection with programs of training for plumber apprentices. Copies of the Office of Education bulletin may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at a cost of 15 cents each.

#### A 5-Year Plan

Comprehensive and effective is the plan for the development of the program of education in the distributive occupations formulated and now being put into operation by A. D. Albright, recently appointed supervisor of distributive education in Tennessee. Three types of distributive education are being developed.

A part-time cooperative program under which high-school students will spend part of the day in the classroom and the rest in actual employment will be offered in three or four centers the first year. As the teachers of these part-time classes become more proficient and as the teaching materials are more fully developed, this program will be expanded from year to year with the idea that by 1942 it will include all the larger centers in the State.

Five itinerant teachers will give instruction in their special fields, aid in the promotion and organization of evening and part-time classes, and act as advisers to resident teachers of cooperative part-time classes.

#### Are They Busy?

Prospective home-economics teachers enrolled in teacher-training courses in Michigan are required to formulate a list of activities other than actual teaching in which they feel they should have experience before graduation.

Each student plans to secure some of the needed experiences under the guidance of the supervising teacher of the school in which she receives her teaching experience. A comparison of the activities carried and participated in by students shows that those living in the teaching centers participate in the greatest number.

Activities in which more than 50 percent of the prospective teachers participated last year included: Observing adult classes, attending school assemblies, making visits to the homes of school students, assisting in directing hot-lunch activities, attending parent-teacher association meetings, and attending and assisting with home-economics club meetings.

Between 25 and 49 percent of the student teachers secured experience in: Visiting home economics programs in schools outside training centers, visiting English classes, observing study halls, supervising study halls, arranging exhibits, assisting with school fairs, helping to supervise school banquets, and attending church in community.

One hundred and one activities in which from 1 to 14 student teachers each received experience are listed in the annual descriptive report of the Michigan State Board for Vocational Education: Among these are: *Assisting in*—teaching an adult class, school assembly program, home room, school carnival, field trips, style shows, office activities; *visiting*—various types of classes other than home-economics classes; *teaching*—various classes other than home-economics classes; *attending*—community fairs, Michigan State College teachers' clinic, adult education conference, faculty meetings, county teachers' institutes, Sunday-school parties, teachers' parties, high-school parties, school banquets, class plays, home economics club parties and Campfire Girls' meetings; and, *miscellaneous*—visiting local factory, writing articles for newspapers on home-economics programs, planning and doing marketing for hot lunches, doing marketing for home-economics departments in high schools, writing and coaching school plays, collecting bulletins for home-economics departments, purchasing dishes for home-economics departments, spending periods of from an hour to a half day with individual high-school students, giving talks in rural schools and to other large groups, and making up report cards.

#### A Bibliography

Business education leaders will be interested in a bibliography of current periodicals, quarterlies, year books, and bulletins in the field of business education recently issued by the United States Office of Education. This bibliography, which is not intended to be exhaustive, contains annotations, excerpts, and reviews of the publications covered in it. It is Miscellany 2221 of the Office of Education.

#### Two Valuable Publications

Two publications of interest to those responsible for training programs in the field of trade and industry have just been issued by the University of Toledo in cooperation with the Ohio State Board for Vocational Education. One of these publications—Information Unit M. S. I. No. 16, contains a list of references and texts on shop practice and related subjects. The second is a Bibliography of Related Science Information and References.

# SCHOOL LIFE'S FORUM

## THIS MONTH'S SUBJECT

### Shall Departments of Education Furnish Treatment of Defects Found in Medical and Dental Examination of Children?



#### The Affirmative

by HARRY B. BURNS, M. D.,

Director, Department of Hygiene,  
Public Schools, Pittsburgh, Pa.

★★★ We are confronted at this stage of evolution of the school health program with the problem of a further step, i. e., the provision of treatment by the educational authorities for those children found physically handicapped or diseased who cannot and do not secure such treatment otherwise.

To assume that a raw material so infinitely variable in fitness and so subject to depreciation as that presented by school children should be accepted by departments of education as a situation they must not deal directly

and efficiently and economically with when necessary, through the simple straightforward process of providing medical service, just as they now provide a thousand and one other items of equipment, supplies, and service, is unthinkable.

In any State or large municipal school system children are found attending school with unrecognized and obviously untreated fractures not only of the bones of the hands and feet, but also of those of the legs, arms, ribs, shoulders, nose, and even of the pelvis.

Ignorance, indifference, neglect, or financial inability on the part of the parents or the community, or both, have brought about these childhood tragedies. The discomfort, pain, fatigue, impaired sleep, and the limited activity that ensue in these cases preclude or greatly handicap the victims in making normal school progress.

That diagnostic facilities and service should be made available for these unfortunate and neglected children by the department of education is obvious from both the humane as well as the economic viewpoint. Experience has shown that when this has been done, the job is only partially done, and that many of the cases so diagnosed will not receive adequate and efficient remedial treatment unless it is provided by or compensated for by the department of education.

In a similar way, any experienced school or health official knows that vaccination and immunization to the degree and extent necessary to protect school systems from epidemics of diseases such as smallpox and diphtheria, will not be, and rarely are, secured unless provided by either the department of health or the department of education, and in the smaller school districts where departments of health may be either nonexistent or exist largely in name only, responsibility for such services becomes again that of the department of education.

Similarly, in the field of contagious skin and scalp disease, such as scabies, pediculosis and impetigo, experience has shown and continues to show, at least in the large systems, that only when the department of education provides

for both diagnosis and treatment of such diseases can they be stamped out and kept out of the schools.

#### Considerable Percent Handicapped

There is probably no large school system, and few smaller ones today, that does not have a considerable percent of its pupils handicapped by serious defects of vision, diagnosis and treatment for which cannot be and is not provided for by either the parents or the community. Unless such medical service is provided by the department of education, these children will continue to struggle throughout their school lives with this visual handicap and the accompanying physical and mental stresses and strains.

No one with any practical experience with the problem will contend that at least in the large school system the approximately 85 percent of all the children who experience tooth decay and mouth disease will all have these difficulties taken care of by private dentists or by community service.

Only when such service is provided by the department of education can anything approaching an adequate solution of this problem be secured.

No large urban community today is able to provide anything like adequate diagnostic service and medical supervision and treatment of its problem of childhood tuberculosis. Many times the parents, and sometimes even the physician, fail to suspect or to diagnose this condition in its early stages. Many children with early childhood tuberculosis are in no sense "open" cases, nor are they sufficiently active to justify exclusion from school, but their school lives at least should be under constant medical supervision and care provided by the department of education, in order to prevent extension or expansion of their lung involvements as a result of school stresses or lack of a specially favorable school environment.

Marked undernutrition or malnutrition involves 20 percent or more of the children

(Concluded on page 114)



Harry B. Burns, M.D.



# Controversial Issues in Education

Discussions of timely controversial issues in education by noted authorities in their respective fields are being presented in *SCHOOL LIFE*, during the school year, as *SCHOOL LIFE's Forum Panel*. In presenting the series, *SCHOOL LIFE* in no way attempts to make decisions upon these controversial issues. It seeks only, through forum technique, to throw light on such issues and to inspire careful thinking on subjects that concern the present and future of education endeavor throughout the Nation.

## The Negative

by CHARLES C. WILSON, M. D.,

Director, Physical and Health Education,  
Board of Education, Hartford, Conn.

★★★ In answering this it should be clearly recognized that the issue is not shall children receive medical and dental treatment, but, shall that treatment be furnished by departments of education. There is no question as to the necessity of providing children with whatever medical and dental care is required to prevent sickness and to foster normal growth and development. But, there are different ways of doing this, and different divisions of our civic organization which may be made responsible for providing such care for the needy. It is my opinion that this responsibility should not be placed on departments of education.

The first reason I offer to substantiate this stand is that medical treatment is not education. Regardless of the definition of education which we may use, we cannot say that provision of glasses, treatment for impaired hearing, treatment to prevent diphtheria, or extraction of teeth are education. Some of these things are often necessary in order that a pupil get the most from the educational opportunities offered, as also are a place to sleep, clothing, and food. But because these are necessary and desirable does not mean that they are educational responsibilities.

Provision of medical and dental treatment for needy school children is only a part of the larger problem of supplying these services to all needy individuals, adults, and preschool children, as well as to school children. With all of these groups there are problems of investigating economic conditions and supervising the staff which gives treatment. If there is no professional investigation of economic conditions, our free and part-pay treatment facilities may be crowded with those who are not needy. Without medical supervision, treatment of needy individuals is likely to be inferior because of the absence of usual

patient-physician relationships. In many cities these difficulties are solved by having dispensaries or clinics in connection with hospitals. In this way clinics have the help of trained hospital social workers and treatment is under supervision of the regular hospital staff. Clinics and dispensaries so organized are better prepared than schools for supplying medical and dental care to all needy individuals. Such clinics operate the entire year, so treatment is available during school vacations.

In considering the relationship of schools to medical and dental treatment, one should remember that public schools are free and that all their services may be demanded for every pupil. When schools begin offering certain types of treatment to the needy, it usually is not long before there are requests for treatment of pupils who are not needy. This has happened in many communities in connection with treatment to prevent diphtheria, with prescription of glasses and with dental treatment. Such extensions of treatment to all children place unnecessary and undesirable financial burdens upon educational budgets and upon the community.

I would feel greatly distressed if these arguments against departments of education providing medical and dental treatment were misinterpreted as meaning that schools have no responsibilities for the health of pupils, because there are many important things which schools should do in the field of health—things which are school responsibilities and cannot be delegated to others. Among these responsibilities I would include a program of health instruction, special programs for handicapped pupils, provision for emergency care of accidents and sudden sickness, a program of examinations and follow-up, and provision of healthful environment; but, I would not include the furnishing of medical or dental treatment as a responsibility of the school health program.

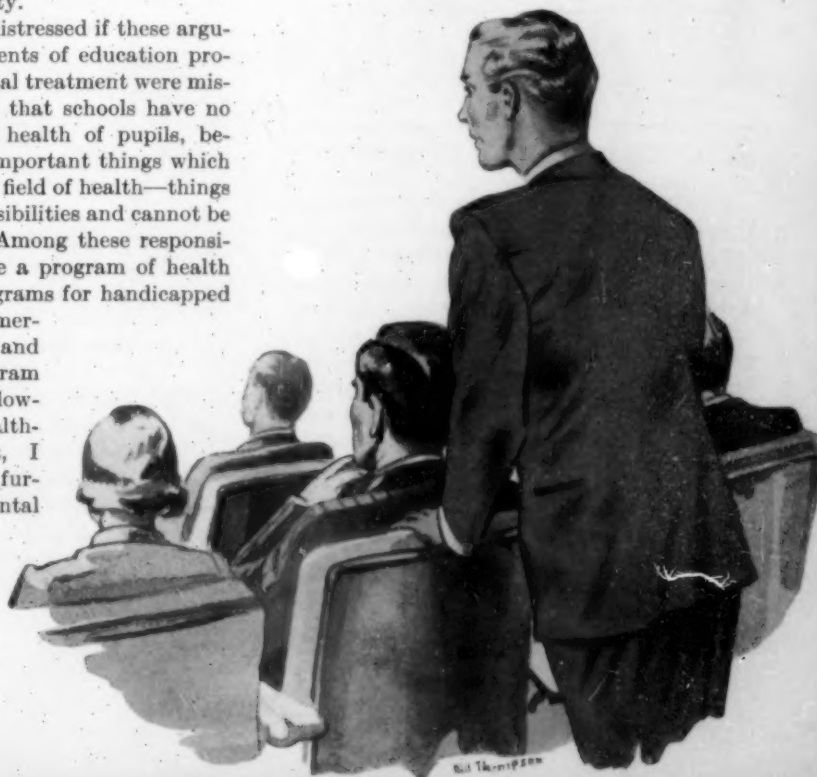


Charles C. Wilson, M. D.

Probably the answer to the question will come from analyzing the functions of various departments of our civic government which have an interest in child health, particularly departments of welfare, of health, and of education. If I were to make such an analysis I would include the items listed in the previous paragraph as responsibilities of the department of education, but leave provision of medical and dental treatment to departments of health or welfare. I would do this because

(1) Medical and dental treatment is not education, and the department of education

(Concluded on page 114)



## The Affirmative

(Concluded)

in any large school system. Unless the department of education provides for the medical supervision as well as supplemental feeding, under medical direction, of many of these children while in school, they will continue to present unnecessary problems of retardation of behavior and of illness.

In addition to the foregoing problems of child health that call at least in some degree for the provision of medical care by the department of education, there are others that space limitations preclude any reference to at this time.

### Next Month's Forum Subject

#### Is the County the Most Satisfactory Unit for School Administration?

Affirmative: W. W. Trent, State superintendent of schools of West Virginia.

Negative: Howard A. Dawson, director of rural service, National Education Association.

### Plans for School Finance

## Financing Florida's Public Schools

by Timon Covert, Specialist in School Finance

★★★ For the school year 1927-28, approximately 9 percent of the funds used for current expenses by the public schools of Florida were supplied by the State. Ten years later, that is in 1937-38, the State supplied more than 50 percent of such funds. The increase, as indicated by the accompanying figures, was rather constant during the 10 years.

Percentages of funds for current expenses of the public schools of Florida, supplied by the State for the years indicated<sup>1</sup>

1927-28	1929-30	1931-32	1933-34	1935-36	1937-38
Percent 9.4	Percent 22.7	Percent 34.8	Percent 30.4	Percent 49.2	Percent 51.9

<sup>1</sup> Florida school bulletin (State Department of Public Instruction, Tallahassee, Fla.) 1:12, March 1939.

This remarkable increase in State participation in public-school support in Florida while far greater than that in most States is nevertheless symbolic of a general trend in this direction throughout the country. Although some States in all sections of the Nation have greatly increased their funds for annual distribution to local schools during recent years, the increase has been more general and the average greater for the Southern States than is true for any other group of States. Owing to this fact and since the local unit for school administration is generally larger in the States of the South, an analysis of the plan for school support in one of them may be of interest to

## The Negative

(Concluded)

should confine its program to education and schooltime care and supervision.

(2) Departments of health and welfare are usually qualified to do a better job than schools in the field of social investigation and supervision of clinical medicine.

(3) Departments of health and welfare can supply treatment to school children in the same way they supply treatment to adults and preschool children—thus eliminating the need for departments of education to conduct duplicating programs.

(4) Treatment under supervision of health or welfare departments is less likely to be extended to non-needy individuals than is treatment under departments of education.

Some delineation of responsibility between education, welfare, and health departments is essential to avoid overlapping and duplication and to encourage effective coordination of these various civic departments.

school administrators in other sections of the country.

In addition to the State as a unit for public-school revenue each county in Florida is a unit for school administration and the levying of school taxes. Also, there are in most counties a number of local taxing units for local school revenue when a local district desires to supplement State and county school funds.

### Sources of School Revenues

#### I. FROM THE STATE

The State provides funds for the public schools for three specific purposes: For teachers' salaries, for textbooks, and for vocational education.

##### 1. Sources of State teachers' salary fund.

	Amount in 1937-38 <sup>1</sup>
(a) Income from the State's permanent school fund.....	\$235,522
(b) State taxes levied for the public schools:	
(1) Proceeds of a general property tax of 1 mill.....	323,410
(2) Proceeds of motor-vehicle licenses.....	6,412,804
(3) Retailers' occupational tax	2,408,153
(4) Contractors' license tax....	37,000

<sup>1</sup> Statistical and financial data relating to the school system of Florida, for the fiscal year ended June 30, 1938. State Superintendent of Public Instruction, Tallahassee, Fla., p. 30.

(b) State taxes levied—Con.	
(5) Auto transportation tax....	\$6,236
(6) One-half-cent gas tax.....	1,503,041
(c) Appropriations from the State's general fund <sup>2</sup> .....	

2. Sources of State's text book fund; (a) State general property tax; (b) Appropriations from the State's general fund. The tax rate and appropriations are fixed according to current needs.

3. Sources of State's vocational education fund. The fund for vocational education is appropriated from the State's general fund to match funds from the Federal Government allotted to the State for the same purpose.

#### II. FROM THE COUNTY

1. By constitutional provision a tax of not less than 3 or more than 10 mills for school purposes is required in each county on each dollar of the assessed value of all taxable real and personal property in the county.

2. By legislative enactment poll tax receipts in each county are allotted to the county school fund; in addition proceeds of certain other taxes in some counties are allotted to the respective county school funds.

#### III. FROM THE DISTRICT

The State constitution provides that any county may be divided into districts and that each district may vote a local tax for current school expenses not to exceed 10 mills on each dollar of the assessed value in the district.

### Apportionment of School Funds

#### I. FROM THE STATE

1. The teachers' salary fund is apportioned to the counties according to a stipulated formula so that each will receive \$800 annually for each teacher unit, or if funds are insufficient, its pro rata share. The teacher unit is defined in the law and is based on average daily attendance in elementary and secondary schools with allowance for density and sparsity of population.

2. The State free textbook fund is used by the State to purchase all textbooks used in the public schools. The books are loaned to the counties for their pupils but remain the property of the State.

3. The State vocational education fund is used in approved vocational educational work conducted under the direction of the State vocational education board.

#### II. FROM THE COUNTY

The teachers' salary funds which the county receives from the State must be used by the county board of education to pay teachers' salaries and for the expense of pupil transportation. Funds raised by the county for current school expenses are added to the amounts

<sup>2</sup> No appropriation made that year.

(Concluded on page 124)



# The Education of Gifted Children

★★★ How can the schools identify giftedness or talent in their pupils? How should the curricular experiences of the classroom be adjusted so as to challenge the abilities of gifted pupils? What objectives should we keep in mind for them? How can they be prepared to assume social responsibilities in the world of today? What kind of learning situation is most conducive to creative work in accordance with their capacities? Should they work in special groups of a more or less homogeneous nature, or should gifted children find their places in heterogeneous groups representing all levels of ability?

These and other questions were the absorbing topics of discussion at a recent conference called by the Commissioner of Education. It was a small working conference planned in line with the program of the United States Office of Education, through which it brings to Washington from time to time for discussion and counsel groups of persons interested in particular areas of service. The 16 visiting participants included classroom teachers, principals, supervisors, psychologists, superintendents, and university instructors, all of whom were vitally concerned with the task of helping to discharge the school's responsibility toward gifted and talented pupils.

For 2½ days (September 28-30), the members of the group thought their way through some of the major questions facing the schools in their treatment of gifted children. Not always agreeing on particular emphases or on specific procedures to be used, they stimulated one another's thinking, challenged one another's conclusions, resolved some of their differences, and created a vital learning situation for all. Yet in the major premises of objectives to be achieved and of the part which the school must play in reaching those objectives all were in marked agreement.

## Some Major Emphases

Stress was laid upon the need of interpreting education for gifted and talented children in terms of the objectives of education for all children. Self-realization in keeping with individual capacities and talents, opportunity to develop a well-balanced, wholesome personality, security in social experiences, a sense of social responsibility, ability to live happily within the group and to contribute to the welfare of the group—these were some of the essential goals one heard mentioned again and again. Vitalizing and enriching curriculum experiences, with both individualization and socialization of instruction, were conceded by all to offer possibilities for the achievement of such objectives.

## Some Differences

Members of the conference represented various schools of thought in education; hence it might be expected that they would not be in full accord as to the value of intelligence tests in the identification of giftedness, or as to the framework of class organization most conducive to its development and expression. Some saw a desirable procedure in the organization of special groups for intellectually gifted children, membership in which is determined on the basis of intelligence rating and other factors. Others disapproved the organization of so-called homogeneous groups, discounted the importance of intelligence ratings, and pointed out that the learning situation provided by the school should stimulate or bring to the foreground latent giftedness and talent all the way from the kindergarten through the high school.

## Visiting Conferees

Elizabeth Bigelow, psychologist, public schools, Summit, N. J.

Fred G. Bishop, superintendent of schools, Two Rivers, Wis.

H. L. Cleland, director of guidance, public schools, Pittsburgh, Pa.

Wm. L. Connor, superintendent of schools, Allentown, Pa.

Cora Lee Danielson, assistant supervisor, education of exceptional children, public schools, Los Angeles, Calif.

Mrs. Ada Diaz, teacher, public schools, Niagara Falls, N. Y.

Julia Hahn, supervising principal, public schools, Washington, D. C.

Mossie Holmes, director of tests and measurements, public schools, Tulsa, Okla.

Laura Hooper, director, elementary education, public schools, Newton, Mass.

Anne Hoppock, helping teacher, State department of public instruction, Trenton, N. J.

Mrs. Dorothy Norris, assistant supervisor in charge of major work classes, public schools, Cleveland, Ohio.

Minnie Rosenbloom, teacher, public schools, Birmingham, Ala.

Arthur M. Seybold, principal, College High School, State Teachers College, Montclair, N. J.

Paul A. Witty, professor of education, Northwestern University, Evanston, Ill.

Georgia York, teacher, public schools, Battle Creek, Mich.

Harvey Zorbaugh, professor of education, New York University, New York City.

## Further Plans

The outcome of the conference however is not yet. It may well be that differences of opinion will be still further resolved through continued thinking and working. Members of the group took "homework" with them to be done after the conference was over. A tentative outline was developed for a projected publication to be issued by the Office of Education, which will deal exclusively with the education of gifted children. To this publication each member of the conference will contribute, so that the final product will be the result of a plan of cooperative writing. Months—possibly a year or more—will elapse before the final product can be released. But it is hoped that it will bring to school people everywhere stimulating and suggestive material for handling problems related to the education of gifted children in their communities.

## Some Programs of Action

Not only were various forms of educational practice represented at the conference, but also school systems of varying sizes. Procedures may necessarily differ in accordance with the number of pupils to be served. A few of the plans now carried on in particular communities are herein described. They represent practices of varying types and show in general the realm in which the discussion of the conference took place.

The first program described is under way in Summit, N. J., a town of 15,000 inhabitants, and the account is contributed by a committee of the College Club of Summit, under the chairmanship of Mrs. Eric Wright. The second account presented is of the Ann J. Kellogg School in Battle Creek, Mich., a city of 45,000 population, and it is furnished by Georgia York, one of the teachers at the school. In the third account, the way in which one city of 900,000 provides for the needs of its gifted and talented pupils is described by a committee of teachers working under the guidance of Mrs. Dorothy Norris, assistant supervisor in charge of major work classes in Cleveland, Ohio. All of these programs, while varying in the approach made to the problem, are directed to the same end—the capitalization of giftedness and talent for the greatest good of the individual and of the group in which he lives.

ELISE H. MARTENS

## SUMMIT, N. J.

The treatment of gifted children in Summit, N. J., public schools emphasizes enrichment of life and the curriculum through broadening



*Courtesy of public schools, Summit, N. J.*

#### **A workshop on marionettes.**

activities, instead of rapid promotion. We wish these children to have an all-around development which will enable them to become well-adjusted individuals who will be leaders in their communities. This is best accomplished when they remain in their own age groups, where they are encouraged to make full use of their ability. Through a carefully developed program of creative and rhythmic dancing and organized games in physical education, the well-rounded physical development of the child is definitely kept in mind as a fundamental background for personal and social growth.

#### **An Integrated Activity Program**

With the integrated activity program, situations are provided which encourage creative work in numerous directions. There is no attempt at specialization at first, but opportunity is given for wide experience on the part of all. Every child works with clay, crayolas, water colors, poster and finger paints, chalks, charcoal, and with cloth and lumber. Children with special talents receive recognition and opportunity for advanced work. Creative writing finds an outlet through the school newspapers and magazines, in which pupils of all grades are encouraged to participate. Individual school and all-city hobby shows, assembly programs with special speakers or demonstrations of experiments, traveling puppet shows and dramatic groups help to kindle the desire to create on the part of exceptional children.

#### **Clubs for All**

Clubs have been organized in order to help children find their special interests and to develop their special abilities. We find boys and girls taking excursions and visiting laboratories and factories in connection with

such groups as the Science Clubs, the Camera Club, the Art and Handwork Groups, the Dramatic Clubs, and the Mineral Club, as well as in the development of the regular science and social studies of the grade. Leaders naturally come to the front when groups organize for special interests and through the activity program in the classroom. Children lead the group in the socialized period and present unusual problems to the class.

The dramatic and puppet clubs in the junior and senior high schools hold try-outs for all productions. Students may follow their own interests in these groups and participate by acting, ushering, making costumes, learning techniques in make-up, lighting, handling the business, making posters, or giving speeches for advertising. There is always an opportunity to help write a play or a pageant.

#### **Musical Talents**

Orchestras are organized in junior and senior high schools and in two elementary schools. From the high-school group, those passing a competitive test may win a place in the New Jersey All-State Orchestra and Band. High-school pupils winning the solo contests may receive free college tuition or music education. Community symphony societies give those who cannot go to college an opportunity to play with a good orchestra. Boys and girls 9 years and older may attend the 6-weeks' summer school of the Union County Band and Orchestra. Gifted students may render solos or lead choruses in local performances, or may conduct a band or orchestra.

#### **Opportunity of the Library**

Gifted children usually get more from books than children of average ability. Therefore

in the public schools they are surrounded with a rich variety of reading material. An early introduction to the public library is made in elementary schools, and its resources are constantly used. Branches of the public library are located in several schools, and two special librarians, trained for work with children, have worked in school and branch libraries, acquainting all with library organization. There is always a classroom library, and several schools have a room set aside in which a large library collection is being gathered and a weekly library period held.

#### **Parental Cooperation**

Parents are urged to encourage participation in a reasonable number of the diversified opportunities offered, and to avoid superficiality and instability on the part of gifted children through a wise selection of interests. A continued openmindedness toward educational innovations is urged. For these innovations may mean truer evaluation of the work of the gifted child, as well as better methods that will not stultify initiative, but encourage the true creative spark.

#### **THE ANN J. KELLOGG SCHOOL, BATTLE CREEK, MICH.**

The philosophy underlying the organization of the Ann J. Kellogg School is one which demands a normal life situation for every child in school in accordance with his or her capacities or limitations. It proposes to give all children an equal opportunity to discover and develop under most favorable conditions the powers which will enable them to meet most effectively the obligations of life.

Organized as a part of the public-school system with the financial and advisory aid of the W. K. Kellogg Foundation, the school was dedicated in October 1931. It aims to develop a comprehensive plan for the selection, treatment, and instruction of all types of children, normal and exceptional alike. The exceptional children enrolled include the blind, the hard of hearing, speech defectives, the crippled, the undernourished, the retarded, the neurotic, the socially maladjusted, and the gifted.

#### **Coordination**

The special education program is organized around and coordinated with the work for the normal groups. For instance, a child who is learning Braille receives this instruction with a Braille teacher but at the same time he is enrolled if possible with a regular group where he participates in normal classroom activities. Enrollment in a special class does not therefore necessarily mean total or even partial segregation. Assignment is made strictly on the merits of the case. The program is so flexible that any child may receive the benefits of any one or more of the departments or special classes of which he may be in need.

Of an enrollment of about 900 pupils there



are some 300 classed as "specials." These children are transported daily in busses owned by the city schools. A cafeteria operated by a dietitian and assistants provides noon lunches, and a noon-hour program of recreation takes care of the many pupils who remain at school all day. Children are selected for the special groups by a careful clinical procedure based upon a medical examination, intelligence and achievement tests, staff recommendations, and analysis of social needs.

#### *Groups for Gifted Children*

In attempting to meet the needs of every child in a normal life situation and in accordance with the standards set forth by the White House Conference of 1930, classes for gifted or talented children have been established in grades three through eight. As in all groupings these children are selected clinically. An I. Q. of 120 is recommended as a minimum but is not in all cases required. At the present time there are about 100 pupils in groups of this type. For economy of learning pupils work with their own kind in a greatly enriched curriculum, but their contacts and experiences with normal and handicapped children are so numerous that there has never been a consciousness of segregation.

#### *Grades 3 to 6*

The organization of classes provides that the younger children in grades 3 and 4 are assigned to one teacher in a home room of about 30 in number. They remain with this teacher for 2 years. The fifth and sixth grades are similarly arranged. An enriched program individualized to meet interests and needs is carried on. Although assigned to one teacher for the entire day, gifted children have the use of school shops, gymnasium, auditorium, home economics room, library, museum, and school busses for excursions. The common essentials are expected to be covered, and emphasis has been placed upon a mastery of the so-called tool subjects which have been made an integral part of their enriched experiences. The program usually is coordinated around one central theme, and while each child is given the opportunity to select his own field of interest for research and presentation he also has the experience of committee participation and group discussion. The services of special supervisors in the fields of art, music, science, and health are at all times available. Every known teaching device is utilized to develop broad areas of interest. The study of such topics as the Evolution of Music, Health through the Ages, the Evolution of Democracy, the World of Tomorrow, and countless other fields of interest culminates in original plays, operettas, assembly programs, movies, exhibits, scrapbooks, pictures, radio programs, and civic enterprises.

#### *Grades 7 and 8*

The seventh and eighth grades are organized on the same basis except that they re-



*Courtesy of public schools, Battle Creek, Mich.*

**Writing and performing are both included in the musical experiences of these children.**

main with one teacher only a half day. Such placement of boys and girls of junior high-school age with one teacher for at least a half day has fully justified itself. The problems of guidance are simplified, the children have felt more secure, and a rapport between teacher, parent, and child has been obtained. The program during this half day is built around the core subjects—arithmetic, English, and social studies. For the other half day elective courses are chosen, including music, art, orchestra, general science, foods, clothing, wood shop, machine shop, pottery, hobbies, social dancing, personal social problems, journalism, dramatics, general language, and gymnasium.

The program is so arranged in the seventh and eighth grades that the average, bright, and gifted home-room or "core" groups meet in the afternoon, thus having their electives together in the morning. The dull normal and mentally deficient groups are with their home-room teachers in the morning and have their electives in the afternoon. This modified segregation has seemed feasible for economy of learning and there has been little or no consciousness of grouping as such. Opportunity for common participation in all kinds of school experiences is always present. Gifted children work side by side with dull normal children in the cafeteria and as assistants in special rooms. Credit is given all students who work as assistants or attendants in the office and elsewhere.

#### *A Normal Situation*

From the time the child leaves home in the morning on the bus he comes in contact with normal life situations in the classroom, on the playground, in a club, in the school opera, or in guiding visitors through the building. No better illustration of a democratic situation comes to mind than a recent classroom experience in dramatics. In the first act of the play one could point out a "normal" child, a deaf child, an orthopedic cripple, a cardiac case, an epileptic, and several gifted children, all enthusiastic over acting and not aware of the individual differences and handicaps. We have hoped to bring equal opportunity to all types of pupils for the development of those individual abilities which will enable each to meet most effectively the obligations of life.

#### **CLEVELAND, OHIO**

If school is the place where the powers of superior children should be unloosed and used to their fullest extent, then the curriculum both in content and administration must be sufficiently flexible, varied, and challenging to care for the diverse needs of the various members of a given group. In common with all children, the gifted child shows some unevenness in his abilities. When pupils of superior ability have been located, the problem resolves itself into providing for them room in which to grow and freedom to develop their



*Courtesy of public schools, Cleveland, Ohio.*

**The joy of learning French is part of the school experience of these little people.**

powers to the full, and into furnishing an incentive to make constructive use of their creative power for the good alike of themselves and of society. In Cleveland, the procedure used to achieve this end is the organization of "major work classes," or special groups for gifted children selected on the basis of intelligence rating, physical and social traits, and other pertinent factors. During the current semester there are enrolled in major work classes in Cleveland 545 elementary pupils and 874 junior and senior high-school pupils. The classes approximate 30 in size, and in the elementary schools each class includes several grade levels.

#### ***The Program***

The understanding is that each major work class will cover the year's work in the academic branches of the usual curriculum for the particular grade. Fortunately gifted children can dispense with many repetitions of drill material, but drill cannot be abandoned altogether. Mastery of the tool subjects is founded primarily upon drill, whatever the I. Q. of the learner. Consequently there is a definite place for individual instruction. This is given as the need for it arises. Proficiency is measured and the results indicate the need for remedial work. Records of progress are entered upon a variety of charts which denote the work to be mastered in a given time. Every effort is made to have each child cover the required levels of work commensurate with the standard set-up for the particular group in which he is working. Demotions, failures, and double promotions are practically nonexistent.

in the regular classes; and because they are of approximately the same level of intelligence they can enjoy and appreciate together the challenging experiences open to them. The administration of enrichment is the individual teacher's problem, a flexible situation at once fraught with much joy and responsibility and providing the necessary room for teacher and pupil growth. As is to be expected, it results in a wide range of activities, following as far as possible the interests and needs of the group, but at no time anticipating the work of the next grade. As in many regular classes, an integrated plan coordinates a large portion of the entire program around one central theme or interest. Every available medium for making the endeavor live is utilized. Slides, motion pictures, microscopes, postcards, magazines, radio, victrola, exhibits, charts, and pictures lend visual and aural assistance. Materials providing concrete aid range from clay and paper to maps and coping saws.

#### ***Biography a Medium of Learning***

The study of biography fits into practically every branch of knowledge and is coordinated with all the other work of the classroom. Such knowledge as will help the pupils to make necessary adjustments successfully is brought to their attention. They learn how eminent persons have made life adjustments and how notable careers have contributed to human progress. Emphasis is placed upon ideals of sustained effort, upon self-management, and upon a high degree of achievement. No



*Courtesy of public schools, Cleveland, Ohio.*

**Artists in the making.**



attempt is made to dwell at length upon the inspirational features of the lives of the great, since the children are sufficiently keen and are enough inclined to hero worship to discover such significant facts for themselves.

#### **Foreign Language, Literature, and Science**

One hour a day is devoted to French taught by a special instructor, with particular emphasis upon conversation. Thus there is in the major work classes a practical demonstration of the principle that the time in which to begin to learn a foreign language is early childhood.

Acquaintance with the best the world has to offer in literature suitable for the young is one of the aims of the literature period. Most bright children are omnivorous readers, and for that reason need much tactful guidance in the selection of worth-while and appropriate books. Consistent effort is made to develop a taste for the finer types of reading. This is accomplished through club work and weekly literature discussions under pupil leadership. Book lists and programs are prepared for and by the children.

A lasting and sympathetic interest in science is encouraged. Emphasis is placed on direct observation and study. With this objective in mind, one group made a year's study of one of the metropolitan parks under the auspices of the museum of natural history.

#### **Seminar Methods**

Active pupil participation and contribution are always highly desirable, and their achievement is an important factor in the technique of administration of major work classes. Group discussions around a table with a class

member acting as leader—comparable to the seminar of the university—prove very successful. Such methods involve the use of dictionaries, encyclopedias, visual aids, and many books of reference selected in terms of the pupils' ability to comprehend. All children like to share knowledge with one another. The procedure of the major work classes lends itself to a marked degree to such interchange of experiences and research findings.

#### **Creative Experiences**

Realizing the inherent possibilities of gifted children, the teacher consciously strives to capitalize special aptitudes through a variety of creative experiences, including the writing of original prose, poetry, drama, and song. Individual contributions become part of the united effort of the group and find an outlet through a class newspaper, dramatizations, or a variety of programs which are shared with other classes in the school.

As in all progressive educational programs, excursions are an integral part of the curriculum. Civic activities of the community are investigated. Among the numerous places visited are banks, dairies, bakeries, the railroad terminal, the Coast Guard station, department stores, and the airport. A close cooperation is maintained with the museums of art and natural history. The children attend suitable performances in theaters, as well as concerts, lectures, and exhibits. Contact with specialists and successful people in various lines of work is encouraged. Thus in every way the teacher seizes upon each opportunity to enrich to the utmost the gifted pupil's experiences with an abundance of worth-while, stimulating, and challenging activities.

sibility for preschool education was given by Dean George D. Stoddard, of the Graduate School, University of Iowa, in the opening address, *Shackling Concepts in Nursery Education*. Under three major factors—financial, psychological and sociological, and technical and professional—he analyzed “shackles” and indicated some means of release from them.

For the “pocketbook” shackle he emphasized the cost for building space and necessary equipment, for teachers and other staff workers based upon a low teacher-pupil ratio, and the need for State or Federal assistance to avoid laying the whole burden on the local school district. The “release” lay in the fact that nursery education is a pioneer field, a creator of jobs and hence of wealth.

Under the next type of “blockings” Dr. Stoddard indicated those which are both obvious and subtle, but none of which are easy to measure or evaluate. These include the tradition that young children have always been cared for in the home and the fact that parents resist the baby's growing up and feel a confidence in caring for young inarticulate children which they do not have for the education of the school-age child.

Many of the objections that have arisen regarding nursery education within the profession, Dr. Stoddard said, have now been answered and may be termed “fallacies.” For example, health and accident hazards in nursery schools, weakening of family ties, too early socialization of children and depriving the home of responsibilities. Like most fallacies these contain an element of truth which appears in the substandard nursery school just as the truth in other fallacies may apply to poor elementary schools, camps, playgrounds, churches and hospitals. In other words the indictment is in terms of the substandard school.

Another list of shackles reached into other areas: “(1) Teachers' colleges have been negligent in imparting a thorough knowledge of child development, behavior, and adjustment to their teachers in training. They have fixed their sights too much upon method and detailed content; upon teacher-training curricula that dismiss the child himself with a passing nod. (2) Teachers themselves have been recruited heavily from groups far removed from family life of any sort. . . . (3) Supervisors, principals, and superintendents share a common attitude toward the preschool child: In Hollywood slang, they “never heard of him.” . . . To the conservative schoolman the child is born at the age of six. . . . There is a lack of masculine educational sponsorship among school administrators and board members.”

Shackling concepts, however, do not emerge as separate analyzable factors. Rather they appear “as laissez-faire, as lethargy, as rejection in the early stages of mental consideration . . . if brought into daylight and shown not to be shackles at all (the same factors) may bring about a reformation in thought and action. We must get more parents, more

## **National Association for Nursery Education**

★★★ Critical evaluation of what is being done for children from 2 to 5 years of age and a realistic attack upon problems faced by teachers, nutritionists, psychologists, social workers, and those concerned with physical health, parent education, school administration and research, characterize conferences held by the National Association for Nursery Education. They are functional conferences for workers. As in previous years, the program for 1939 focused upon current problems in various aspects of nursery education and upon the application of related research findings. The discussion technique was employed for small groups with panels and a few speakers presenting and summarizing topics of general interest.

As President James Marshall, of the New York City Board of Education greeted the 1,200 conference members he gave them a lay-

man's challenge. Referring to recent studies of growth in the intelligence of young children he stated that if the I. Q. is not predetermined but is a matter of conditioning in life, and if the hypothesis proves itself to be a direct influence upon children's powers to adjust and to grow, then surely we now have justification for an equalization of educational opportunities and also the basis for a prophecy that the nursery school will become more important than the high school. Though facing current shortages of funds for education in his own city, Mr. Marshall challenged the teachers that, if adequate techniques were devised to assure the maximum development of children's intelligence and power to learn, then parents would require that the nursery school program be made an integral part of every school system.

A further challenge to the conferees' respon-

## Conventions and Conferences

(Continued)

workers, more civic leaders to say, 'I never thought of that; there is something to it; it can be done.'

### Discussion Topics

Topics for discussion groups offered to those attending the conference indicate the wide range of areas in which nursery education is functioning:

Nursery education in health programs under public and private auspices.

Nursery education in nursery schools.

Nursery education in day nurseries and other social agencies.

Nursery education in summer programs for families and young children.

Nursery education in public-housing projects.

Nursery education in family life.

Nursery education for teachers of young children (teacher preparation).

Nursery education in community projects for young children.

Summaries and recommendations of this group work will appear in the published proceedings of the conference. Committee reports which will also appear in the proceedings were concerned with publicity for nursery education through the daily and periodical press, radio, and visual education; with legislation affecting the education of young children; and with the status of salaries for nursery-school teachers.

### Resolutions

Both the discussions and the committee work are reflected in the resolutions adopted at the conclusion of the conference. Among these are the following:

*Desirable standards for educational programs:*

... "members are urged to develop local and State opinion and/or regulations which shall guide and control the establishment

and maintenance of . . . groups of children."

*Association's part in meeting the needs of all young children:*

... "advocates on the part of its membership, a philosophy and attitude sufficiently flexible to permit in cases where high standards are maintained, experimentation in type of organization and program to meet the needs of young children and their parents in a rapidly changing society."

*Continuous and appropriate educational opportunities:*

... "support of House Resolution 3517 (S1305) United States Congress, authorizing a 6-year appropriation of funds 'to provide more effective programs of public education' . . . with an allocation of funds for specially designated educational purposes including nursery schools and kindergartens."

*Members' responsibility for children in family housing projects:*

... "inform themselves of plans for so-called low-cost housing projects and of the appropriateness and possibility of including space and support for an educational program to meet the needs of young children and of their parents . . ."

*Cooperation from school administrators:*

... "urge members to bring school administrators into their deliberations and to attend professional meetings themselves both to gain the point of view of those responsible for the conduct of public schools and to explain the programs for children below school-census age in relation to the total school curriculum and its objectives."

*Continuance of New York City kindergartens:*

... "urge upon the mayor of New York City and the board of education the continuance of kindergartens as a part of public education in New York City."

MARY DABNEY DAVIS

and historical and sociological aspects of librarianship.

In the administrative field, the conferees stressed the need for research upon the problems of personnel selection and training; upon the unit costs of various types of library service, and upon the relation of the size of the administrative unit to the efficiency of operation. It was pointed out also that since legislation and governmental relationships have considerable bearing upon library administration, the underlying principles deserve study.

A number of conference members called attention to the need of work on tests and measurements for prospective library school students as well as for those in training or in service. Emphasis was placed too upon the gathering of data which would make possible the formulation of standards for the various types of libraries—school, public, college, and other. Studies of nonreaders were noted as deserving attention, as was also the part which the library could and does play in adult education. The conference likewise agreed with the suggestion of one member that research on attitudes of the population, not only as regards reading but toward social, economic, and other current problems, is extremely important to librarians.

Still another problem as fundamental was that of determining the cause of the demand for library service—in public library, school, or college. "What causes the increase or decrease in demand? There has been a tremendous shift in demand," stated the conferee who advanced this proposal, "but administrators do not know why; yet it is a problem they have to face."

Another aspect singled out as meriting study was that of the public relations of libraries; that is, the relation of public libraries as institutions with other associations, institutions, and agencies which perform functions related directly or indirectly to education. In all investigations bearing on social and educational problems, it is important, stated several conferees, that the library implications be observed—an illustration of this being the discussion of library relations in *Social Services and the Schools* issued in 1939 by the Educational Policies Commission.

In the school library field, there was noted the request for a study of the status and function of school library supervisors in city and State school systems, with especial reference to the effect of supervision upon the outcomes of the school libraries.

One member of the conference stressed the importance of gathering qualitative data in addition to the quantitative ones on use, growth, and finance. The latter figures, when collected on a comparable basis at regular intervals are useful for comparisons and indication of trends, but in addition librarians should know about the quality of service rendered, what part of a community's population is using library facilities, and for what purposes.

## Research in Librarianship

★★★ Research in librarianship is one of the functions specifically assigned to the Library Service Division upon its establishment in the United States Office of Education. In order to discuss problems involved in library research, the Commissioner of Education invited to Washington on September 15-16, a small group of librarians interested in the direction of library studies and in the utilization of the findings.

This group, representing various types of libraries, considered the areas in which research and service studies were most needed; reported on projects under way or planned; and explored the possibilities of cooperation and coordination in research. The requirements of school, college, public, and other

libraries were considered in the discussion.

### Needed Research

After a description of the Office of Education's general research program by the Assistant Commissioner, Bess Goodykoontz, the conference proceeded to a consideration of various aspects of librarianship in which research or special studies might be undertaken. These areas included such ones as: Administration, with its subdivisions of personnel selection, staff organization, finance and taxation, government, unit costs, etc.; technical processes comprising among other things, book ordering, classification, etc.; bibliographical activities, involving printing, publication trends, bibliographies, etc.; readers and reading habits; training for librarianship;



In the discussion of these various areas of research and study, the difficulty of designating any one field or combination of fields as most important was emphasized. Each group in library work has specialized interests which alter the importance of a particular area for the group in question, as compared with others.

### Reports in Progress

The second session of the conference was devoted to reports on research and service studies under way or planned. Over 70 different projects were noted by the group as in progress or as contemplated in the near future. It was pointed out, however, that many of these were service studies and surveys rather than research in the restricted sense of the term.

As examples of the studies reported, the following may be mentioned: Types of school library administration; library revenues; planning and equipment of school libraries; libraries and microphotography; service basis of charging for indexes to periodicals; unit costs in library service; and the organization, resources, and functions of State library agencies.

Mention was made of a historical study which deals with the various social forces responsible for bringing the public library into being in New England during the nineteenth century, and of another one being made of the distribution of library facilities for Negroes in the South. In addition, numerous bibliographical undertakings were reported which involved considerable research or investigation.

In the field of reading, there was noted a project (1) to identify (a) readers by age, sex, education, and occupation, (b) the types of material read by various groups, (c) the agencies from which materials are secured; (2) to discover the relative effectiveness of the different sources in the communication of ideas; and (3) to develop hypotheses from studies in reading previously made or now under way which may be applied in studies of the effectiveness of the radio and the motion picture as media for the communication of ideas.

### Cooperation in Research

At the final session, the members discussed with the Commissioner of Education, J. W. Studebaker, ways and means for joint activity to further research in librarianship. Consideration was given also to the aid desired and possible from the Library Service Division.

Among the proposals advanced was one to remedy the lack of a medium to record projects under way. It was noted that an American Library Association advisory board for the study of special projects in 1933 canvassed the studies needed and reported on the work under way at that time. Annual administrative reports from A. L. A. boards and committees also have given some indication of studies being pursued. However, there is no general medium whereby persons

interested in library research and studies can keep themselves informed of what is being undertaken and where.

After a discussion of the difficulties inherent in such a compilation, it was suggested that the Office of Education might issue experimentally a classified list of research and service studies in the library field, identified by institutions and agencies and with some indication of the present status of each project and its probable date of completion. Such a list would be obtained from library schools, professional library associations, library agencies, schools of education, and certain research organizations. The list would be restricted to those projects which, in the opinion of the reporting agency, bear promise of being of consequence. The conferees were in favor of making every effort to eliminate, after a time, all projects upon which no progress is being made.

The conference also approved the suggestion that more should be done to make available for research workers data collected by a given agency, but not utilized or interpreted completely in the original publication. In this connection, the possibility of using internes and fellows was advanced.

It was suggested that some attempt should be made, possibly by the Library Service Division, to relate library statistics to those gathered by other Government departments in such fields as commerce, labor, agriculture, and others. Mention was made, too, of the desirability of securing the cooperation of university departments in library projects; as, for example, the aid of the rural sociology department in investigations relating to rural libraries and reading.

The visiting conferees urged that the Library Service Division work toward the collection of basic statistics every 2 years, and if possible the gathering of certain data on a sampling basis annually.

In addition, the need of practicing librarians and students of library problems for detailed salary data was stressed. At present, the personnel and budget of the Federal library unit permit the publication of complete figures only on a 3- or 4-year cycle.

As a final topic, the conference considered the desirability of preparing a summary or digest of completed research in librarianship. The sponsor of this proposal stated that, although up to the present there had been no considerable body of research in the library field, the time had possibly come when such a digest would be useful to the rank and file of the library profession. Since it was further proposed that the Office of Education might properly undertake the project, the Library Service Division has taken under consideration plans for such a digest. The aim would be to aid the practicing librarian, the library student, and the prospective investigator by providing a summary of the findings resulting from research and investigation in the various library fields.

RALPH M. DUNBAR

(Continued on next page)

## Education of the War Veteran in the CCC

(Concluded from page 109)

panies comprised 2,020 instructors or an average of 15 per company who taught 3,250 subjects or an average of 24 per company. The teaching staff included 121 camp advisers, 558 enrollees, 275 members of the military staff, 893 members of the technical staff, and 173 others.

Three hundred and forty-five veteran enrollees sought and received discharges from the corps to accept private or other Government employment. The responsible supervisory personnel of the camps constantly emphasizes placement in cooperation with private organizations such as the American Legion and the United States and State Employment Services. At its last national convention, the American Legion passed the following resolution of cooperation with the Civilian Conservation Corps:

"Resolution No. 547. Subject: Increase in quota and educational program for veterans' CCC camps, adopted as follows:

"Whereas employment is now a major program of the American Legion, and

"Whereas the welfare of the 27,000 veterans of the 136 veteran CCC camps throughout the country is dependent upon their ability to secure employment, and

"Whereas with additional assistance many of the veterans can be trained for industry or established in a small business enterprise, and

"Whereas at present approximately one out of three applicants is accepted for enrollment in the veteran CCC camps due to the limited number of existing camps,

"Therefore, be it resolved, In order that a greater number of these men may be prepared for employment in industry or business and that a greater number seeking enrollment can be accepted in the camps, the American Legion, through its national headquarters, department headquarters and local posts will perfect a program that will assist in the training, guidance and placement of the veterans in the CCC camps, thereby making it possible for many enrollees in the camps to be absorbed in industry or established in a small business enterprise of their own, and

"Be it further resolved, That the national director of the Americanism committee and the national director of the employment committee be directed to perfect a program on this subject in cooperation with the CCC officials and the United States Employment Service, and

"Be it further resolved, That instructions be prepared on this subject by the national headquarters of the American Legion in cooperation with the CCC officials for distribution to the department headquarters and posts."

The Civilian Conservation Corps aims thus in final analysis to give the World War veteran a personal guidance centered program which will rebuild him as a worker and a citizen and return him to stable and worth-while employment outside the camps.



The Pennsylvania Band—Official F. F. A. Band of the 1939 National Future Farmer Convention. Henry S. Bruner, director and conductor.

## Conventions and Conferences (Concluded)

# The Twelfth National Convention of F. F. A.

★★★ Over 6,200 persons attended the Twelfth National Convention of Future Farmers of America and National Contests for students of Vocational Agriculture, in Kansas City, Mo., October 12-21, 1939. This meeting, held annually in conjunction with the American Royal livestock show, is attracting more attention each year since it is the largest national gathering of farm boys in America.

Preceding the convention was the 4-day executive session of the F. F. A. National Board of Trustees, the State advisers' meeting, meeting of the National Advisory Council, and the annual officer-delegate dinner.

Convention headquarters were set up for the third consecutive year in the Municipal Auditorium. Registration took place in the Grand Foyer, an extensive exhibit occupied the Little Theater, the convention sessions were held in Exhibit Hall and the special night meetings were staged in the large arena of the auditorium. F. F. A. boys came singly and in groups; from nearby towns and from as far away as Hawaii. They came for a purpose and lived up to the slogan, A Future Farmer is Always a Gentleman.

In the convention hall, the blue and gold decorations, the flags and the banners helped to create an appropriate setting for the work at hand. Seated directly in front of the platform were the official delegates while visitors crowded the remaining space at most of the sessions. Credit is due President Bob Elwell of Maine and his staff of boy officers for the manner in which the convention business was handled. A printed program supplied the orders of the day and these youthful Americans from the farms and ranches of 47 States and Hawaii attacked their problems with sincerity, courage, and foresight. Some of the business was handled in committees but much of it was transacted in open meeting.

### Speaking and Music

The National Public Speaking contest drew a large crowd, including many Kansas

City people. The competition was keen. Each speaker gave a splendid account of himself including the defense of his speech against questions asked by the judges on delivery. This contest starting in the local chapters and culminating in national competition is distinctive in its manner of operation and training values accruing to participants.

Music for the convention and its various activities was furnished by the Pennsylvania State F. F. A. Band of 96 pieces under the leadership of Prof. Henry S. Bruner; the Texas State F. F. A. Band of 50 pieces, led by H. G. Rylander; and the Solomon Kansas Chapter orchestra, led by Paul Chilen. In addition to these large musical groups, there were string bands, trios, soloists, and other member entertainers coming from various parts of the United States, to appear on a "Variety Program" staged Tuesday evening of convention week. There were 1,187 attending the banquet where "Dusty" Miller of Ohio was the main speaker.

NBC's Farm and Home Hour carried broadcasts direct from the floor of the convention on three different days. Numerous local radio programs were also given. At the request of the Kansas City high schools, two outstanding F. F. A. members were provided to appear at each of six school assemblies called especially for the purpose of bringing the F. F. A. story to the students.

### Parade of Students

The American Royal parade of vocational agriculture students participated in by the bands, the national F. F. A. officers, 166 American Farmers, 96 delegates and the judging teams, was inspiring. As the Star Farmers of America came forward to receive their awards the thousands in attendance at the Tuesday afternoon horse show gave a hearty round of cheers for the winners. Two thousand students of vocational agriculture were given seats for this afternoon performance.

At the closing session of the convention, interest centered in the election of officers for

1939-40. By unanimous vote the following officers were elected to take up the work of the organization, numbering 207,000 members and 6,300 local chapters:

President—Ivan Kindschi, Prairie du Sac, Wis.

First vice president—Billy B. Bryan, Forest City, Ark.

Second vice president—Ervin L. Denisen, Austin, Minn.

Third vice president—Elmer C. Denis, Moundsville, W. Va.

Fourth vice president—Edgar Spiekerman, The Dalles, Oreg.

Student secretary—Kenneth Julian, Mesa, Ariz.

Following is a summary of the winners in national competition for 1938-39:

### Star Farmer Awards

Star Farmer of America and the North Central Region—Norman Kruse, Loretto, Nebr.

Star Farmers of the Southern Region—Arthur and Albert Lacy, Hondo, Tex.

Star Farmer of the North Atlantic Region—G. Wallace Caulk, Woodside, Del.

Star Farmer of Pacific Region—Dan K. Mizner, Avon, Mont.

Star Farmer of Kansas—Robert F. Randle, Riley, Kans.

Star Farmer of Oklahoma—J. C. Hamilton, Fort Cobb, Okla.

Star Farmer of Missouri—William L. Baker, Jr., Hornersville, Mo.

Star Farmer of Arkansas—J. Braudus Ferguson, Bonneville, Ark.

### Public-Speaking Contest

Winner—James Wayne Poucher, Largo, Fla. Subject: Soil Conservation—Man's and Nature's.

Second—Harold D. Hoffman, Walnut, Ill. Subject: Save Our Soil.

Third—Francis E. Landis, Laton, Calif. Subject: A Contented People Make a Great State.





New national officers, 1939-40, seated, from the left, President Ivan H. Kindschi, Prairie du Sac, Wis.; Student Secretary Kenneth Julian, Mesa, Ariz.; First Vice President Billy Bryan, Forrest City, Ark., southern region; Second Vice President Ervin Dennison, Austin, Minn., North Central region; Third Vice President Elmer Dennis, Moundsville, W. Va., North Atlantic region; Fourth Vice President Edgar Spiekerman, The Dalles, Oreg., Pacific region. Standing, from the left, Henry C. Groseclose, national treasurer, Virginia Polytechnic Institute, Blacksburg, Va.; J. A. Linke, national adviser, U. S. Office of Education, Washington, D. C.; W. A. Ross, executive secretary, U. S. Office of Education, Washington, D. C.



Exhibits of State F. F. A. associations, Twelfth National Convention of F. F. A.

Fourth—Seisuke Akamine, Lanai, Hawaii.  
Subject: Agriculture and Hawaii's Youth.

Fifth—Francis Mansue, Allentown, N. J.  
Subject: Cooperatives and Cooperation.

#### Chapter Contest

Outstanding Chapter of the United States—  
Stamping Ground Chapter, Stamping Ground,  
Ky.

Winner of the North Atlantic Region—  
Albion Chapter, Albion, N. Y.

Winner of the Southern Region—Moultrie  
Chapter, Moultrie, Ga.

Winner of the Pacific Region—Deer Lodge  
Chapter, Deer Lodge, Mont.

#### State Association Awards

Outstanding Association of the United  
States—Texas; second place, Wyoming; third  
place, Montana; fourth place, Virginia; fifth  
place, West Virginia and Florida, tie.

W. A. Ross

## The School Auditorium

(Concluded from page 107)

cube cost to the total cost of the building, puts an almost impossible handicap on the use of the auditorium as a theater. Most professional theaters in New York have a capacity of 1,000 seats or slightly less. Very few professional actors can project their trained voices or "get across the footlights" in a 1,500-seat auditorium. The average professional production plays in a proscenium 32 to 34 feet wide. For a school auditorium a proscenium width of 30 to 32 feet is an ample maximum, 24 feet a minimum. The height of a proscenium opening 30 feet wide need never be more than 20 feet. The auditorium capacity should range from 500 or less to 750 in order to give the intimacy necessary to an effective theater where amateurs perform.

The acting area of any stage should never be much more than one-third of its total area. The stage space which the public does not see when the curtain is up is as essential as the space which it does see. Even where elaborate scenery is not used, and simpler or more stylized productions are done, stacking and storage space must be provided. Ample off-stage space is essential space on school stages where chorus groups are so often involved. A safe rule is that the total stage space from sidewall to sidewall should never be less than twice the width of the proscenium, or one-half the width of proscenium stage right and stage left. For a proscenium opening of 30 feet the stage width will be 60 feet. The total depth of a stage should never be less than 25 feet as the acting area then becomes too shallow. The height of the stage above the floor at the first row of seats should be 2 feet 8 inches. Under certain conditions it may be reduced to 2 feet 6 inches or 2 feet. It should never be higher than 3 feet.

In front of the curtain line an "apron" of 30 inches in depth should be provided to house footlights. These should be of the disappearing type, now standard with all leading manufacturers, so that the apron can be used as a forestage when so needed.

In addition to space, light is the prime requisite of a stage. Enough electric light, flexibly and sensitively controlled, is an essential part of any theater's equipment, however small. If a school theater is to be a source of aesthetic training and a rounded aesthetic experience for students who participate in it, light is one of the essential mediums they must learn to use and to master. To do this it must be technically complete and correctly installed.

The rule in planning any school theater should be to provide space, the right space, even though it cannot be equipped immediately, and to plan a complete lighting equipment although only a fraction of it can be immediately installed. A stage with ample space can always be equipped. No amount of equipment can be added later to make a cramped stage workable.

# Employment Opportunities

(Concluded from page 101)

positions, for example, as specialists in elementary education, secondary education, professional education, vocational education, industrial arts, curriculum, educational statistics, city school administration. Persons holding these positions will have had several years of graduate study, besides years of teaching and administrative experience. There are at present no positions other than clerical and stenographic open to college graduates without teaching experience. So far requests have not been granted for salary funds to establish student assistantships.

## What Remuneration May be Expected in Teaching?

Latest figures show median salaries range from \$1,096 for elementary school teachers in communities of 2,500 to 5,000, to \$2,217 in cities of over 100,000. High-school teachers fare slightly better, with median salaries of \$1,410 in the small communities to \$2,672 in cities of more than 100,000 population. As is well known, teachers' salaries plummeted downward during the depression, but are working slowly back toward their predepression levels. Many teachers, however, are working on a 10 to 30 percent reduction.

For these salaries there is a wide range of required qualifications. For elementary school teachers minimum requirements range from such indefinite requirements as passing examinations covering elementary or secondary school subjects to 4 years of college work, which is now required by five States. For high-school certification the minimum requirement in typical States is 4 years of college work, with a steady increase in the number of States and communities which require 5 years of college training. This represents a basic college training for the baccalaureate degree plus a year of graduate work primarily emphasizing preparation for teaching.

## What Are the Possible Future Developments?

The role of prophet is a dangerous one here. There are forces working for an increase in educational employment and other forces working for a decrease. As government—Federal, State, and local—provides more services for people, the competition for public funds among those services is extremely keen. Education was for a long time the recipient of the largest part of public funds. As health, welfare, relief, recreation, library service, unemployment insurance, old-age benefits, and other services develop there must be either more public funds or a redistribution of existing amounts. Any reduction in the amount now available for schools must necessarily mean a reduction in the amount of

employment in school work, since at the present time about 70 percent of the annual current expense goes into teachers' salaries. Thus, increased social services may mean fewer jobs in education.

But over against this competitive pressure is a vocal public clamoring for the things they want their children to have in school. They are not content with traditional classroom instruction only. They want their children to have the kind of education that prepares them not only for employment but for more intelligent and active participation in the problems of home, community, and national life. They want them to be healthy, and they expect the schools to do their part in health instruction. They want them to have recreational interests which contribute to their social and vocational competence. They expect the schools to do a better job on education for playtime than they formerly have. America is becoming more conscious of its possibilities in enjoying and producing art in graphic, musical, and dramatic form, and parents expect the schools to do their part in this field of training. We are becoming more conscious of the fact that not all children are born equal in physical, mental, and emotional equipment, but we believe that all have the right to education fitted to their needs, even though it means special teachers, special treatment, special services, special guidance facilities. Each one of these public demands represents a responsibility for the schools and therefore increased opportunities for employment of persons who are ready for the job. One important thing for a college student to know is the wide variety of kinds of work to be done in schools, and then to get ready to do the special thing she feels sure she can do best.

## What's Ahead for Rural America?

(Concluded from page 108)

this country, yet it is having a great influence in our day as we become better acquainted with its meanings and opportunities.

As an illustration we have taken a typical old style American institution—a winter short course in agriculture at the University of Wisconsin—and developed an American kind of folk education.

The idea behind this reorganization was to shape a residential form of adult education for young men on Wisconsin farms. We have just two fundamental purposes in mind:

- (1) To help young farmers to better fulfill their responsibilities as rural citizens and
- (2) To give these young men scientific knowledge and practical techniques which they can use on their farms.

We sought to apply to our own situation and needs the educational ideals and spirit of the Danish folk schools. We did not attempt to carry over their methods or courses of study, but we have placed the emphasis—where Grundtvig placed it in his time—on exercising

to the fullest the privileges and responsibilities of citizenship in a democracy.

The course of study is organized around the idea that these young men are going to be farmers, citizens, and community leaders at one and the same time. We have, therefore, completely blended the so-called vocational emphasis with the scientific, cultural, and citizenship emphasis. For example, there are courses in music, drama, citizenship, history, law, speech, and public discussion scheduled right through the day and interspersed with courses in livestock management, soils, field crops, feeds, and feeding. There are courses with scientific and fundamental content such as nutritional chemistry, bacteriology, genetics, economics, and sociology.

Other examples of this residential type of noncredit education may be found in the Farm Folk School started 2 years ago at the North Dakota Agricultural College; the John C. Campbell Folk School at Brasstown, N. C.; and Merom Institute, fostered by the Congregational Church, at Merom, Ind. Here is a challenging need for schools and colleges to extend to young men and women a broad, cultural training which will educate for better citizenship and leadership, as well as farming and homemaking.

This folk type of adult residential education requires a variety of institutions and leaders. The opportunity for private support and management should not be overlooked. In fact, we may be at the turning point in the American system of public education where privately supported schools may be able to point the way and work out experimentally some new patterns for our whole educational system.

This emphasis of blending of citizenship training along with cultural, social and vocational guidance must extend the whole gamut of our formal and informal education, from the common school through the institutions of higher learning. I would especially emphasize the matter of citizenship and leadership training because laymen or citizen leaders are more important to a functioning democracy than is ordinarily recognized.

The need of this broader emphasis in our entire educational process is well illustrated by an observation made by the world famous plant pathologist L. R. Jones, "Science without a soul is barren."

## Financing Florida's Schools

(Concluded from page 114)

received from the State and the sum becomes the county school fund. Expenditures from the county school funds are made in accordance with budgets which have been approved by county and State school officers.

### III. FROM THE DISTRICT

Only those funds raised by the local district are in any sense under the administration of local district trustees. However, such funds must be expended in accordance with approved budgets.





# New Government Aids FOR TEACHERS

by MARGARET F. RYAN, Editorial Assistant



**FREE PUBLICATIONS:** Order free publications and other free aids listed from agencies issuing them

**COST PUBLICATIONS:** Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● Motion pictures describing the activities of the WPA are available under the following titles: *Work Pays America*; *Shock Troops of Disaster*; *Hands* (see illustration); *We Work Again*; *Rain for the Earth*; and *Man Against the River*.

For additional information write to the Division of Information, Work Projects Administration, Washington, D. C.

● The Division of Cooperative Extension of the Department of Agriculture, in cooperation with other bureaus in the Department, has prepared a series of charts, 12 by 15 inches, on such subjects as wool production, dairy breeds of cattle, beef breeds of cattle, and draft breeds of horses. These and other charts on farm activities and practices, homemaking, and domestic science are available at nominal prices ranging from 3 to 5 cents each.

● *Foreign Directories*, Trade Information Bulletin No. 841, contains a list of the more usable and accessible foreign directories which list, in addition to primary and secondary sales outlets, industrial establishments, professional men, individuals, trade associations, and Government officials. Many of the directories listed are available in public libraries in the United States. 10 cents.

● The Women's Bureau has issued bulletins for three more States on the *Legal Status of Women in the United States of America*, January 1, 1938: Oklahoma, No. 157-35; Oregon, No. 157-36; and South Dakota, No. 157-40. Each part costs 5 cents.

● The Surgeon General of the United States and the United States Commissioner of Education have cooperated in the publication of a 130-page manual entitled *High Schools and Sex Education* (Public Health Service Bulletin No. 75), designed primarily to aid teachers in meeting the problems of sex education as they are found in secondary schools. Various factors involved have been presented and correlated in such a way that it should be a useful guide to those who would promote or impart sex education. 20 cents.

● The Superintendent of Documents has revised the following free Government price lists: *Agricultural Chemistry and Soils and Fertilizers*, No. 46; *Foreign Relations of the United States*, No. 65; *Health—Diseases, drugs, and sanitation*, No. 51; *Indians—Including publications pertaining to anthropology and archaeology*, No. 24.

● Names of persons directly engaged in teaching, research, or demonstration in agriculture and home economics are given in *Workers in Subjects Pertaining to Agriculture in Land-Grant Colleges and Experiment Stations, 1938-39*, Department of Agriculture, Miscellaneous Publication No. 335, an annual directory issued by the Office of Experiment Stations. Price, 15 cents.



Courtesy WPA.

From WPA film "Hands".

● The record of 6 years of PWA endeavor to furnish electric power, better education, aids to health, better housing, and other facilities for the public welfare is set forth in *America Builds*. (Free.) The report covers the period from June 1933 to July 1, 1939, when, in accordance with the President's Reorganization Plan, PWA was transferred to the Federal Works Agency.

● Fashioning articles from leather for personal use, for gifts, and as a source of profit is again being revived, according to information presented in *Make It of Leather*, Trade Promotion Series No. 190. (10 cents.) The necessary implements are few and inexpensive and beginners fashion useful and ornamental articles from leather after but little experience.

Types of suitable leather, composition, selection, and method of working are described in the pamphlet, and modeling, embossing, carving, plaiting, braiding, and other processes employed in the production of such goods are discussed. A suggested list of projects for the beginner, such as archery equipment, watch fobs, book ends, cigarette cases, dog harnesses, moccasins, billfolds, desk pads, and lamp shades, together with instructions for their manufacture is included.

● The Civil Aeronautics Authority has prepared the following bulletins for use in connection with the new CAA vocational flight-training program: Bulletin No. 20, *Study Outline for Primary Ground Instruction*, containing 9 units of study (10 cents), and Bulletin No. 21, *Primary Ground Study Manual*, which covers the history of aviation, theory of flight and aircraft, parachutes, aircraft power plants, aircraft instruments, and airport traffic control procedures and phraseologies. 15 cents.

● *Rural Relief and Recovery*, third of a series of pamphlets designed by WPA to present nontechnical information on social problems of general interest, is available free from WPA headquarters in Washington. Also available free from the WPA is another new bulletin entitled *Migratory Cotton Pickers in Arizona*.

● Personnel holding major administrative posts in State and Insular Health Departments—chiefs of departments, divisions, and bureaus, as well as all directors of special activities or functions are listed on pages 1926-1936 of *Public Health Reports*, Volume 54, No. 43. 5 cents.

● Films visualizing a journey through oil lands of Europe and Africa, showing oil fields and refineries and methods of oil storage and transport, in addition to many quaint views of life, in France, Germany, Spain, Morocco, Algeria, Italy, Hungary, Rumania, Poland, Greece, and Egypt have been prepared by the Bureau of Mines.

Copies of the films, which are silent, are available in 16- and 35-mm. sizes for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa. No charge is made for the use of the films, although the exhibitor is expected to pay the transportation charges.

● Realization of the value of outdoor camps in extension-service programs is increasing as the quality of camps improves. *Short-Time Camps—A Manual for 4-H Leaders* (Department of Agriculture, Miscellaneous Publication No. 346) takes up types of camps, standards for facilities and their use, business management, camp organization and conduct, and the camp program and program content. Price, 15 cents.



## In Public Schools

### Registration of Schools

At the 1939 session of the New York State legislature a law was enacted to the effect that no person or persons, firm or corporation, other than the public-school authorities or an established religious group, shall establish and maintain a nursery school and/or kindergarten and/or elementary school giving instruction in the subjects included in article 23 of the Education Law unless the school is registered under regulations prescribed by the board of regents. At its meeting in July the board of regents adopted a set of regulations governing the registration of such schools.

### Measurement Bulletin

The division of testing and instructional research of the Ohio State Department of Education has recently issued a bulletin, *Measurement of Educational Progress*, which describes a procedure for the measurement of the development of a class in connection with the Ohio Every Pupil Tests.

### Sponsor Publication

The committee on motion pictures of the department of secondary education of the National Education Association has formulated its aim in a 10-point program. One of these aims is to sponsor the publication of suggestive study guides to selected photoplays. In line with the aims of this committee, Educational and Recreational Guides, Inc., 1501 Broadway, New York City, is issuing a series of photoplay studies as guides to an understanding and appreciation of the photoplays included in the series.

### Standard Salary Schedule

According to the *North Carolina Public School Bulletin*, "the State board of education and the State school commission of that State, which bodies are under the law jointly charged with the duty of fixing a State standard salary schedule for teachers, principals, and superintendents, recently revised the teachers salary schedule to take up the increase of \$291,313 in funds appropriated by the General Assembly for instructional salaries."

### Curriculum Development

Since the opening of the Cincinnati, Ohio, schools in September, according to *Curriculum Development, Cincinnati Public Schools*, "the efforts of many teachers and principals have been organized for curriculum development. Major attention is being given to the areas of social studies, English, and science. The program of curriculum development has been initiated by a consideration of underlying curriculum issues in these fields. Several meetings of teachers and principals interested

in each of the areas were held during September, and committees are being formed to study the problems involved. In order to unify planning and work in curriculum development a central group will advise on coordinating the work of the various curriculum committees."

### Los Angeles Budget

The board of education of Los Angeles, Calif., has issued an attractively illustrated bulletin presenting information on the tentative budget for 1939-40. Superintendent Vierling Kersey in a letter to the citizens of Los Angeles regarding the tentative budget says: "You are interested citizens in this community and therefore are concerned with the cost of public service, especially of education. Your suggestions and your frank criticisms will help the board of education and this office. The schools can be no better than the citizens want them to be. Your constant desire to be intelligent about the schools which public money supports is the reason why we present this information."

### Merging of Schools

The merger law enacted by the recent general assembly of Pennsylvania provides that with the advice of the county superintendent, county and local boards of school directors may formulate plans of reorganization and the school boards of the local districts may make agreements with respect to the distribution of assets and liabilities of the districts involved. The plan thus prepared is to be submitted to the State council of education for its approval after which the question of merging may be submitted to the electorate for voting. This process requires the preparation of a petition by the county board of school directors which should indicate boundaries of districts to be merged, positions of existing and projected buildings, location of roads and railroads, type of school organization, number of teachers, schedule of lands, property, equipment, assessments, tax rates, etc.

### Improvement of Instruction

"Two aspects of the Florida program for the improvement of instruction," says the *Florida School Bulletin*, "have received attention from the inception of the movement: (1) The development of local initiative and effort toward improving instruction in individual schools and (2) the production of materials designed to assist in the improvement of instruction in the State as a whole." The Florida State Department of Education has recently published a number of curriculum bulletins.

### Kentucky Study Made

At the request of the board of directors and the planning board of the Kentucky Education Association the bureau of school service of the University of Kentucky has made a study of and issued a report on Financing Public Elementary and Secondary Education in Kentucky. Among the findings are: "1. There is no hope of large increases of revenue derived from local sources in many districts of the State to make possible an acceptable foundation program of education; 2. The State's interest in and obligation for efficient schools throughout the commonwealth are so great that increased State support must be granted."

### Survey of Nebraska

The Nebraska State Planning Board has recently issued a report containing the findings and recommendations of a committee that made an educational survey of that State. Among the recommendations are the following: Reorganization of the secondary school system of Nebraska; the creation of a State board of education; a broader tax base; larger school districts; a program of State aid; the gradual elimination of normal training from Nebraska high schools with complete elimination at the earliest possible date; for the control of State higher education a single board of nine members to be appointed by the Governor with the approval by the senate.

### New Rating Card

As required by a recent act of the General Assembly of Pennsylvania, the State department of public instruction has prepared a "temporary and professional employee's rating card." This new rating card is the result of the cooperative efforts of a group of teachers, school officials, school directors, and others interested in education, acting as an advisory committee to the State superintendent of public instruction.

### Demand for Information

*Chicago Plan for Textbook Control and Uniform Textbook Record System*, a photolithographed folder 25 x 38 inches, has been issued by the board of education of Chicago, Ill., to meet the demand for information about its plan for the administration and accounting of textbooks. One side of this folder shows photographs of various activities of the textbook division concerned with inventory and distribution and a chart of the textbook control plan; the other side shows the record and report forms, photographs of the filing equipment, and explains the six textbook record forms.

W. S. DEFFENBAUGH



## In Colleges

### Returns on Invested Capital Decline

President Robert M. Hutchins of the University of Chicago, declared in his annual report that continuation of the decline in the rate of return on invested capital was the most important educational event of the past year.

Endowment funds of the general budget, which represents about 65 percent of the university's total budget, have increased nearly 3 million dollars in the last 10 years. But income will be smaller for the current academic year than in any since the depression began. Rate of return on endowment has fallen from 6.45 percent to 3.96 percent.

Student fees, however, have been fairly stable, declining only 6.3 percent from the 1930-31 level, compared to a 33.7 percent drop of general budget endowment income. Constituting 32 percent of the general budget income in 1929, student fees this year will be 44 percent.

"Dependence on student fees, if carried far enough, may mean subservience to the whims of students and their parents. This strikes at the very reason for existence of the endowed universities. An endowed university is valuable to the extent to which it is free and independent. One which must determine its policies in the light of what students are assumed to want rather than what they should have is much worse off than if it had to please a legislature."

### Puerto Rico Installs Carillon

The University of Puerto Rico installed at the opening of the present academic year a 25-bell carillon in the Franklin D. Roosevelt Tower, which lifts 170 feet above the central administration building. This \$20,000 carillon, fourth of its type to be manufactured and first of its type in the West Indies, consists of Deagan Tower Chimes of 25 bells which call and dismiss classes, mark time through the Westminster Peal, and render concerts many of which will be broadcast as Pan American programs. The carillon is a gift to the university made by popular subscription through a committee headed by the university registrar, J. F. Maura.

### Full-Time Counselor

Cornell University is strengthening its traditional bond of international relationships with what is believed to be an innovation in university circles—the appointment of a full-time counselor for foreign students.

With about 220 foreign students in Ithaca this year, representing 42 different countries, the university is maintaining the far-flung geographical distribution of its students which started in 1873—5 years after it was founded.

The center of the social life of these foreign students is the Cosmopolitan Club, founded in 1904, which has for its motto, "Above all nations is humanity." The clubhouse, con-

structed 29 years ago, has living quarters for about 30 men, with eating accommodations for about 10 more. It is the scene of a round of activities planned by and for the benefit of its constituency. The first event of the year was a reception held for foreign students which attracted over 300 people. At intervals through the year "national" nights are observed with the students from a particular country serving a dinner typical of that country, and giving a program. Costume dances, lectures, teas, banquets, buffet suppers, and picnics are planned for the year.

International ties have been strong throughout the history of Cornell University; not only because of graduates from other lands taking important positions in their own countries, but also because two of Cornell's presidents expressed their intense interest in foreign affairs by entering the diplomatic service. Andrew D. White, first president and cofounder, was United States Minister to Russia and Ambassador to Germany, and Jacob Gould Schurman, third president, was Acting Minister to Greece, Minister to China, and Ambassador to Germany. Two Chinese ambassadors to the United States, Alfred Sze, and Hu Shih, took their college work at Cornell, as did Mario Garcia Menocal, former President of Cuba, and many others now serving their respective peoples.

### Professional Licenses

An idea of the number of professional practitioners who are administering to the physical comforts and general welfare of the citizens in Pennsylvania may be gained from the fact that during 1938, 60,859 of these public servants renewed their licenses to practice in the Commonwealth. This number represents an increase of 2,014 over the previous year, in which 58,845 renewed their professional licenses. The greatest number of renewals occurred in the profession of nursing, according to Francis B. Haas, superintendent of public instruction. In this profession 23,541 registered nurses renewed their licenses for the ensuing year. This, however, represents a decrease in renewals for nurses as compared with 1937, when 28,945 requested the extension of their licenses for another year. Other professional groups which requested large numbers of renewals are medical physicians with 13,459; dentists with 6,965; pharmacists with 6,843; optometrists with 1,601; and architects with 1,112.

During 1938, 4,025 new professional licenses were issued, which is 229 more than for 1937. The greatest number of licenses, 2,394, was issued to nurses; the second largest number, 586, to medical physicians; the third largest, 192, to dentists; and the fourth largest, 170, to pharmacists.

### Average Student Budget

The average budget for University of Michigan students has been estimated at \$530 per year for Michigan residents and \$570 for nonresidents. The \$530 budget provides \$1

per day for food, \$4 a week for a room, \$110 for tuition, and about \$20 for books.

WALTON C. JOHN



## In Libraries

### Hispanic Room

In dedicating the new Hispanic Room at the Library of Congress on Columbus Day, Archibald MacLeish, the librarian, stated: "The dedication of this room and of this collection of books is a demonstration of the fact that in the Americas, peopled by so many hopes, so many sufferings, so many races, the highest brotherhood is still the brotherhood of the human spirit, and the true study is the study of the best."

### Book Service Extended

The first biennial report of the Arkansas Library Commission states that "two approaches are being made to the solution of the problem of providing books for rural Arkansas: (1) The establishment of legally organized county libraries . . . is being stimulated through State aid in the form of loans of books to such libraries; (2) book service is being given from the central collection of the Commission . . . to areas of the State where county library service is not given."

The librarian of the commission further reports that as a result of the State aid, 10 new county libraries have been established and book service extended to more than 200,000 rural people formerly without such facilities.

### Lists of Suggested Books

The Colorado State Library has issued recently two lists of suggested books for supplementary reading in the schools of the State. One is "Suggested Purchase List of Supplementary Books for Colorado Elementary and Junior High School Libraries" and the other is "Bibliography of Inexpensive Books." In the compilation of the first, assistance was given by school supervisors, school librarians, and children's librarians. The second list was compiled by the director of elementary education and curricula in the State department of education.

### Supervisory Service

The supervisor of elementary school libraries in Yonkers, N. Y., Margaret V. Fulton, reports that the city now has school library supervisory service, ranging from 1½ days weekly to a half day every other week in 16 of its 25 schools. Three teachers have been released from classroom duties to help the supervisor and to travel from school to school.

### Film Available

In trying to assist the orientation of several hundred new pupils each semester in the use

of the library, Ethel M. Walker, librarian of the MacKenzie High School in Detroit, has prepared a film, *How Jack Learned to Use the Library*. Many schools have been using this film, which is lent to other libraries at a nominal charge.

#### Importance of Archives

In the *Library Quarterly*, J. M. Scammell points out the growing attention which is being paid to the proper care of our archives. He notes that there is now a Society of American Archivists, founded in 1936, and a new magazine devoted to the subject, the *American Archivist*. Several States have erected recently buildings designed especially for the proper housing and systematic arrangement of these public records. Of the importance of archives, Mr. Scammell writes: "While the value of public records to historians and other social scientists can hardly be overemphasized, their primary value is to the government which created them to be used in the transaction of public business . . . The modern State is an increasingly complex organization whose efficient operation demands that its records be organized in such a way that any desired information from them may be produced (or reproduced) quickly."

#### Looking for Statistics?

Statistics on libraries over a period of years are difficult to find. A list of the compilations of library statistics issued by the United States Office of Education is given on page 195 of its Bulletin 1937, No. 2, Chapter V, of Volume II, *Statistics of Public-School Libraries, 1934-35*, by Emery M. Foster and Edith A. Lathrop.

RALPH M. DUNBAR

## In the Office of Education

#### Two Resulting Publications

To what kind of schools do we send our children in the United States? How are the schools organized and operated? How can they be improved? The United States Office of Education supplies interesting information on a sampling basis for 10 States—Arizona, Arkansas, California, Illinois, Kentucky, North Carolina, Ohio, Oklahoma, Pennsylvania, and Tennessee. The information was collected with the cooperation of chief State school officers, 10 State project staffs, State universities, planning boards, highway departments and tax commissions, the WPA and PWA.

The 10 States surveyed enroll approximately 10,000,000 pupils in about 50,000 schools. Their educational problems are typical of those which may be found in other States. Two Office of Education publications resulting from this survey are *Local School Unit Organization in 10 States*, and *Principles and Procedures in the Organization of Satisfactory Local School*

Units. Henry F. Alves, specialist in State school administration, United States Office of Education, directed the 10-State survey.

#### F. R. E. C. Bulletin

Just off the press, is the *Service Bulletin of the F. R. E. C.*, official bulletin of the Federal Radio Education Committee, of which Commissioner Studebaker is chairman. This bulletin, prepared in the Office of Education, and edited by J. Kenneth Jones, will be issued once a month. It serves as a clearing house for ideas, suggestions and comment in the field of education by radio, reports on techniques, supplies information about the F. R. E. C., presents news of educational radio surveys, and serves to keep broadcasters informed about activities of educators, and educators about broadcasters in the field of education by radio.

#### Retail Grocery Training

Training helps in the operation of a grocery store, it is pointed out in *Vocational Education Bulletin*, No. 198, *Conference Topics for the Retail Grocery Business*. This United States Office of Education publication reveals that thousands of failures in the grocery business may be attributed largely to lack of training and consequent incompetency of store managers.

#### Plumber Apprentices

Another publication in the vocational education field recently issued is entitled, "Related Instruction for Plumber Apprentices." It was developed in cooperation with the National Association of Master Plumbers of the United States, the United Association of Journeymen Plumbers and Steamfitters of the United States and Canada, and the Federal Committee on Apprentice Training.

#### Hospital Schools

There are in America today about 60,000 children who, because of physical disability, should have their education served to them at hospital bedsides, or in hospital classrooms. The United States Office of Education calls attention to this fact in its bulletin, *Hospital Schools in the United States*. Many of the children, it is pointed out, who spend from 6 months to several years in hospitals, could, upon the recommendation of a physician, very profitably engage in some form of educational activity. Many hospitals are failing to provide any type of educational program for hospitalized children, surveys reveal.

#### Office Staff Honors Officials

A basket of beautiful flowers, presented by the Office of Education staff, reminded Commissioner Studebaker, on October 24, that exactly 5 years earlier, he had entered upon his duties as Commissioner of Education.

Earlier in the same month Bess Goodykoontz was similarly reminded of her tenth

anniversary as Assistant Commissioner of Education. Members of the Office staff presented to her an attractive anniversary book which they had personally inscribed.

JOHN H. LLOYD



## In Other Government Agencies

#### Public Works Administration

Medical buildings and clinics, dispensaries, and research centers have been built by PWA at many universities and colleges, including the Universities of Arkansas, Georgia, Indiana, Kansas, Louisville, and Maryland.

#### Office of Indian Affairs

Boys in the seventh grade of the Lac du Flambeau Indian School learned the poultry business through practical experience. With funds borrowed from the tribal corporation, the boys acquired chicken wire, wire mesh cloth, and other materials for the construction of a brooder and batteries. They purchased 200 Leghorn chicks at 3 cents each. Although a number of the chicks died and the price of chickens a pound liveweight dropped, the boys made a profit of \$18.96. The project motivated class work both in workshop and in agriculture.

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Navajo Day Schools provide a number of useful community services, such as water, community washroom and laundry facilities, shops and tools, sewing machines, and clinics.

#### National Youth Administration

More than 91,000 young women were employed on NYA work projects for the month of June 1939. Many were receiving work experience in commercial subjects, such as typewriting, shorthand, and bookkeeping. Others were working on nursery school projects, on public health and hospital projects, and on book repair and library projects.

At Georgia State College for Women, Milledgeville, the girls were waiting on table, cooking, acting as hospital aides, and doing various types of restaurant work.

At a resident project at Monroe, Ga., approximately 45 girls rotated through every phase of home economics, learning how to prepare tasty meals with simple and inexpensive foods, how to make attractive household articles, child care, and home nursing.

Girls attending the NYA resident project at Ocala, Fla., acquired experience in a variety of occupations ranging from sewing and stenography to beauty culture and photography.

MARGARET F. RYAN